Chapter 1
Introduction

1.0 Presentation

This chapter aims to present an overview of the present study 'Expectations of Young Learners and Teenagers in Terms of Language Teaching Materials'. Chapter 1 has five sections, 1.1 gives the aim of the study; section 1.2 introduces the theoretical framework to the study; section 1.3 presents the scope of the study; section 1.4 lists the assumptions and finally the last section describes which methods to be used throughout the study.

1.1 Aim of the Study

The aim of this study is to identify the expectations of different age groups and choose the most appropriate materials to fulfill students' expectations.

In order to realize this aim, the following questions will be answered:

1.   Who are young learners?
2.   Who are teenagers?
3.   What are the different kinds of materials?
4.   What are the different types of activities for each age group?
5.   Why do the materials vary in different age groups?
6.   How can different types of materials be used according to the expectations of different age groups?

1.2 Background to the Study

Learning a foreign language has become so important that for our country it has expanded into primary school curriculum. This situation is just because of the fact that English is a universal language which is valid and acceptable all over the world.

As the starting age has decreased to the primary school levels, language teaching process has had to appeal to the needs of different age groups such as young learners and teenagers. The term, **young learners,** refers to children from the first year of formal schooling (6 years old in our case) to twelve years old age. The way that young learners learn and the adults or teenagers are completely different. Young children tend to change their mood every other minute and they find it extremely difficult to sit still. On the other hand, they show a greater motivation than teenagers do to do things that appeal to them. Children learn a foreign language in a natural way; the same way they learn their own language, through being motivated, by listening and repeating by imitating, by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose (Dunn, 1994:78).

Adolescence is the period of psychological and social transition between childhood and adulthood (gender-specific, manhood, or womanhood). Someone in Adolescence is called a Teenager (encarta@conversagent.com). It usually starts at about age 14 in males, age 12 in females. No dramatic changes take place in intellectual functions during adolescence. The ability to understand complex problems develops gradually. According to Piaget in adolescence thinking involves deductive logic. As they have different interests, age etc. it can be thought that their way of learning a foreign language and material needs can differentiate, as well.

In the light of the explanations above, learners are characterized with regards to their age, interests, level of proficiency in English, aptitude, mother tongue, academic and educational level, attitudes to learning, motivation, reasons for learning, preferred

learning styles, personality(McDonough, 1993:7). A teacher who takes all these factors into consideration will prepare his lesson plan accordingly and so will the materials.

While, years ago, the only language teaching materials were books and dictionaries, today there is a great variety of language teaching materials on the market. Course books, workbooks, posters, picture cards, audio and video cassettes etc. can be given as an example.

Nunan says

> ……materials are, in fact an essential element within the curriculum, and to more than simply embrocate the wheels of learning. At their best they provide concrete models of desirable classroom practice, they act as curriculum models, at their very best they fulfill a teacher development role. Good materials also provide models for teachers to follow in developing their own materials. (Nunan, 1988:28)

The things that a language teacher makes use of during his teaching process can be called as language teaching materials. They come in three different categories:

- Course material (course book)
- Supplementary materials (Teacher's book, workbook, audio cassette, video cassette etc.)
- Additional materials (posters, flip charts, flash cards etc)

In this study, the needs and expectations of two language classrooms consisting of young learners and teenagers will try to be defined and studied from the point of view of activity and material choice and use.

1.3 Limitations and Scope

This study will be carried out in Ankara Maya Private Primary School. The study group will consist of the third and seventh grade students of 2007-2008 educational year and their teachers. The number of students will approximately be 30.

1.4 Assumptions

This study is based on the following assumptions:

1. There is a need for supplying appropriate materials for different age groups.

2. The students are sincere in answering the questions in the questionnaire.

3. The questionnaires will be designed in the way that the activities and the students' responses are reflected clearly.

4. The observers who fill in the forms are objective in their observations.

 1.5 Data Collection

Quantitative research design is used in this study. According to Krathwohl (cited in Wiersma, 2005:13) quantitative research describes phenomena in numbers and measures instead of words. It is closely associated with deduction, reasoning from general principles to specific situations (Wiersma, 2005:13).

In this study the survey method as a non-experimental quantitative research type will be carried out as the data collection and analysis technique. For Wiersma (2005:16) survey research involves questionnaires or interviews. It deals with the incidence, distribution and relationships of educational, psychological, and sociological variables. Wiersma (2005:155) and Creswell (2003:153) add that surveys are used to measure attitudes, opinions, or achievements – any number of variables in natural settings.

In the present study, a pre-test will be given to define the general attitude and preference of the activity types for 3rd and 7th grade students. Then, a suggested lesson

plan followed by a post-test which will be taken by both students and two observers will be carried out. The results will be gathered and displayed in charts and analyzed accordingly.

Chapter 2
Review of Literature

2.0 Presentation

This chapter provides a literature review on the definition of young learners, educational theories about young learners, adolescents, material types and design and activity types. These issues are examined under five main sections; section 2.1 gives a review on the definition of young learners whereas, section 2.2 provides a review on the educational theories under the title of 'How Children Learn'. Section 2.3 defines adolescents, while section 2.4 presents material types and design.

2.1 Young Learners

The teaching and learning of English is highly encouraged in many countries as it is without question the lingua franca in the world. Harmer (2001:1) defines lingua franca as a language widely adopted for communication between two speakers whose native languages are different from each other's and where one or both speakers are using it as a second language. As a result of this, many countries need people who can operate in at least one foreign language to have better international, social, economical and political relations. Concerning these factors, language teaching becomes crucial in countries where English is a foreign language (EFL). Learners in EFL situation highly depend on their teachers and learning- teaching materials to learn the language while schools are the only place for language exposure. When decisions are made about how and what to teach in school, a number of studies show that language teaching should start at an early age. Thus the learning and teaching environment has shaped with the idea of different ages, different needs that lead the teacher to be inventive in selecting interesting activities and provide a great variety of them (Klein,1993).

The term 'young learners' mentions children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Phillips, 1999). The age of students is a major factor in a teacher's decision about choosing the right approach and the type of activity. A number of studies have proposed that children should learn a foreign language as early as possible for personal and social benefits such as understanding their own and other cultures, being more creative and having complex problem solving strategies etc.

Ersöz (2007:5) writes that although the term 'young learners' refers to a specific age group, there are big differences between what a 6 year-old child can do and what an 11 year-old can do. So, it will be logical to talk about four related but separate developmental areas when children are concerned. These areas can be defined as physical, cognitive, socio-emotional and communicative growth.

Physical development involves physical growth and motor control. As a child grows up, the brain develops and the child obtains control over fine muscle movement. As for cognitive development, it stands for intellectual growth. As the child matures, he learns how to organize, store and retrieve information to solve problems and to make generalizations. Each child has a different understanding of the world as he defines incoming stimuli with the help of his past experiences. For socio-emotional development it can be said that it is related to other areas of development. While he is more egocentric in the first few years of his life, the child, as she matures, becomes less self-centered and more social. As the days go by he learns more about social manners, rules and customs of his society. Finally, communicative development is related to other areas of development as well. To understand the abstract nature of language, the child has to develop cognitively. In order to be able to produce speech, he has to develop physically. In order to use language and communication appropriately, he has to develop socio-emotionally.

Phillips (1999) mentions that age is not the basis of children's learning but their maturity is. That means age cannot be a guide when choosing activities appropriate for our students (Dewan, 2005:6). Their needs, attitudes and interests all need to be taken

into consideration. Dewan (2005:7) adds that teacher who is aware of certain capabilities of students at each level will respect the developmental level of younger children and will not expect their work to be perfect. To apprehend these capabilities one should be acquainted with the studies of psychologists who contribute educational world with their theories and philosophies on how children learn.

2.2 How Do Children Learn?

Pound (2005) writes that theories can be rooted in research and experimentation or they may be philosophical and hypothetical. Whatever their basis, the importance of observation is a common strand in the work of many theorists who were interested in finding out how children learn. How they learn and why teachers teach them the way they do have been researched by educational theorists and psychologists for more than two hundred years. Their theories still influence the way the teachers teach today. Ideas have evolved and developed throughout the years and theorists were influenced by the works of others. The traces of these "old" ideas can be seen on "new" approaches today.

John Comenius (Pound, 2005:3) believes that education begins in early childhood and should continue throughout the life. He recommends sensory experiences rather than rote learning. He established a branch of philosophy that he called pansophism, which means all knowledge. He states that learning, spiritual and emotional developments were inseparable. His theories paved the way for subsequent development in education. Comenius' understanding of the importance of learning through senses and of the holistic nature of learning remains cornerstones of educational theories today. Although his work was forward looking, his idea of holistic education concerns spiritual aspects of development and emotions but not physical development.

Another philosopher who emphasizes freedom, equality and justice in his works is Jean- Jacques Rousseau (Pound, 2005:7). Although he never put his theories into practice, he highlights the importance of observation. His theories can be farfetched; however he enables people to think differently about the way in which children should

be educated. His contribution to education has more to do freeing up thinking, encouraging people to consider and try new ideas.

Just as Rousseau, Johann Pestalozzi (Pound, 2005:9) who can be regarded as the starting point of modern educational theory and practice believes that education must be according to nature. Attacking conventional education for being dull and lacking of interest and experience, he argues that children's innate capability should be developed in accordance with nature and through observing concrete objects. Pestalozzi emphasizes that children should be taught in groups according to their ability, not necessarily their age. Like Comenius he mentions the importance of the senses and based learning on the familiar. The most important sensory experience is observation. He believes that every child has potential but that without love neither physical nor intellectual powers can develop naturally. He writes that love, work and social interaction were the foundations of development.

It is assumed by Robert Owen (Pound, 2005:12) that experiences offered young children have a lifelong impact on the way in which they develop. He theorizes that man is a compound being, whose character is formed of his constitution or organization at birth, and of the effects of external circumstances acting upon that organization, which effects continue to operate upon and to influence that constitution from birth to death. He wants children to be happy and treated with kindness and respect. His expectation was that this kindness would be imitated and that children would be kind to one another.

Frederic Froebel (Pound, 2005:15) is well known for his sayings that play is child's work. His influence is seen today in the emphasis of play in early childhood education. He has firm views on play and its place in child development, believing that it fostered enjoyment, emotional well-being and is a fundamental source of benefit. The term kindergarten has first been used by Froebel meaning that children's garden or garden of children. He points out the importance of mother in learning and adds that parents should be closely involved in their children's development and education. In his kindergarten play and outdoor environment are important. While teaching at his time is directed and formal, he suggests children should do something instead of being told or

shown. Sounds produced by different materials or by singing are crucial for him that's why he develops songs and rhymes for young children, which he calls 'Mother Songs'.

Although they have been more influential in therapy than in education, psychoanalytic theories have some place in education, such as the idea of helping children come to terms with their fears through play. Psychoanalysis can be defined as a means of helping patients to deal with emotional problems or disorders by probing unconscious thought. Psychoanalytic theories are most commonly associated with Sigmunt Freud. His theory drew attention to the importance of early experience and the unconscious in relation to the development of personality. His work has inspired many others and led to a new way of viewing human development. However in the context of education, it is the work of Erikson that has been particularly influential. Erikson proposes three systems which make up the development of the individual. These are;

- The somatic system, responsible for all aspects of human biology necessary for healthy functioning.
- The ego system, which includes the processes necessary for thinking and reasoning.
- The societal system, the processes by which an individual becomes part of their society, culture and community.

For Erikson, psychosocial development has eight stages through which all humans pass, each of which has a central dilemma or crisis.

Figure 1: Psychological stages according to Erikson

Age	Stage	Central Crisis
Birth to one year	Trust vs mistrust	The first task is to develop a sense of trust or comfort in their caregivers, environment and self. If this crisis is not resolved they may mistrust themselves and others throughout their lives.
1 to 3 years	Autonomy vs shame and doubt	During this stage young children are learning to exercise independence. Shame and doubt about one's own ability to act independently may arise if the child is not supported in making choices and decisions.
3 to 6 years	Initiative vs guilt	The young child's developing desire to master the environment. Guilt may arise if the child reacts aggressively or irresponsibly.
6 years to Adolescence	Industry vs inferiority	Children are keen to master intellectual and social challenges but failures may lead to feelings of inferiority and incompetence.
Adolescents (12 to 20 years)	Identity vs identity diffusion	Adolescents who fail to explore their own identity because of the demands of parents or others may remain confused.
Young adulthood (20 to 40 years)	Intimacy vs isolation	The task at this stage is to establish an intimate relationship with another. Difficulties in resolving earlier crises will affect the individual's success in achieving intimacy.
Middle Adulthood (40 to 60 years)	Generativity vs stagnation	The central task is to create something. Failure to achieve can lead to the feeling that life has no meaning.
Old age (60 years on wards)	Integrity vs despair	The task is to look back and assess our lives. The person who has been successful in earlier stages can derive a sense of integrity.

(Pound, 2005:18)

Erikson created a wider and more educationally relevant theory of psychodynamics by integrating social and cultural factors into his writing. His work also stimulated interests in self-identity and adolescence.

Similar to Froebel John Dewey (Pound, 2005: 21) thinks that children learn by doing. He advocates that education should be based on real life situations thus experimentation and independent thinking can be fostered. Associating cross-curricular ways of learning, Dewey asks children to have opportunities to develop their own interests, work in ways that match their age and stage of development and engage in activities which contribute to their understanding and appreciation of their world.

Another viewpoint on children's learning and thinking is supplied by Jean Piaget. Just like Freud he identified a staged development. While Freud focuses on emotional and sexual development, Piaget is interested in intellectual development. He states that it is not enough to teach ideas by simple reinforcement or practice-the child needs to be at a particular stage of development to be able to learn new concepts. He identifies four stages in that process, from birth through to adulthood:

Sensorimotor stage, is the first two years of a child' life when babies' and toddlers' knowledge and understanding are mainly drawn from physical action and their senses-sight, sound, taste, touch and smell. Children seem to be egocentric but become aware of object permanence.

Preoperational stage from the age of two to six or seven years old age, children learn to manipulate environment and to represent objects by words.

Concrete operational stage from about seven to eleven years old age, children develop logical thought with a classification or categorization by similarity and difference.

Formal operations stage starts around the age of twelve and continues through adulthood. This is the stage when children's thinking and logical thought emerges.

As a result of his studies Piaget concludes that teaching should be matched to the needs of individuals. Children should be presented with moderately novel situations or experiences to trigger assimilation and accommodation. He claims that learning is

supported by action. That is, children need to experiment actively with materials and to experience things in the real world to develop thought. They need to have a control over their learning such as learning how to find out and constructing knowledge for themselves. Piaget's theories influenced many theorists as well as being criticized by some who state that he de-emphasizes the influence of external factors and minimizes the effect of environment (Owens, 1988: 141).

While Piaget believes that knowledge comes from personal experience, Lev Vygotsky highlights the importance of families, communities and other children. For him, social and cognitive development work together. He stresses the significant role that language plays in the development of abstract thought. The language that children use is social in origin because it arises in interaction between the child and others. In other words, the child's language both results from and is part of social interaction.

Vygotsky develops a theory called 'zone of proximal development' which he describes as the gap between what a child can do alone and what he/she can do with the help of someone more skilled or experienced, who can be an adult or another child. For Huss (1995) with the assistance of adults or more advanced peers, the children were able to work within this zone. Where adults help a child to learn, they are fostering the development of knowledge and ability. Piaget believes that learning is dependent on the child's readiness to learn. For Vygotsky, the key factors are not only the child's existing knowledge or understanding but also their ability to learn with help (Pound, 2005: 40). Like Piaget, Vygotsky emphasizes the way in which knowledge and understanding are constructed by the learner from their experiences. This is known as constructivist theory. He puts language and communication (and, hence, instruction) at the core of intellectual and personal development (Wood, 1998). Unlike Piaget, however, who sees experience as personal; Vygotsky emphasizes the social components of experience. Thus, key ideas in a classroom then become conversation, play and opportunities to follow interests and ideas.

One noted theorist who applies behaviorism to language arguing that all language is learned by reward is Burhuss Skinner. According to behaviorists all

behavior is learned and can be shaped. The popular view is that behavior is shaped by punishment and rewards-that humans act to avoid punishment and gain reward (Pound, 2005: 43). Conditioning is the result of a three-stage procedure: stimulus, response, and reinforcement (Harmer, 2001:68). For example, in a classic experiment, when a light goes on (the stimulus) a rat goes up to a bar and press it (the response) and is rewarded by the dropping of a tasty food pellet at its feet (the reinforcement). If this procedure is repeated often enough, the arrival of the food pellet is a reward reinforces the rat's actions to such an extent that it will always press the bar when the light comes on. It has learnt a new behavior in other words. Skinner suggests that the same process happens in language learning, especially first language learning. The baby needs food so it cries and food is produced. Later the infant swaps crying for one-or two word utterances to produce the same effect, and as the words are more precise than cries he or she gradually learns to refine the words to get exactly what is wanted. In this behaviorist view of learning a similar stimulus- response- reinforcement pattern occurs with humans as with rats or any other animal that can be conditioned in the same kind of way (Harmer, 2001: 69). Despite criticisms that behaviorism treats humans as if they lack mind or soul and consist of only a brain that responds to external stimuli, it is influence on language teaching, controlled practice and the use of Stimulus- Response- Reinforcement model is still widely used today. However, for second language learning a methodology merely depending on Behaviorism is not adequate.

For Bruner (Cameron, 2002:8), language is the most important tool for cognitive growth, and he has investigated how adults use language to mediate the world for children and help them to solve problems. As in the example of a baby who tries to learn to feed herself with a spoon, she may be able to get the spoon in the food and can put a spoonful of food in her mouth. However, she cannot quite manage the middle step of filling the spoon with food. Soon, a helpful adult may assist the baby with the difficult part by putting his hand over the baby's and guiding it filling the spoon. In this way adult and child together achieve what the baby was unable to do by herself. During this procedure the talk that support a child in carrying out an activity, as a kind of verbal version of the fine-tuned help as in the example above, has been labeled as scaffolding (Cameron, 2002:9). When it is transferred to the classroom and teacher-pupil talk,

teachers can scaffold children's learning in various ways: Teachers can help children to attend to what is relevant by suggesting, praising the significant and providing focusing activities. They can also help children adopt useful strategies by encouraging rehearsal and being explicit about organization. In addition to this, teachers can help them to remember the whole task and goals by reminding, modeling and providing step by step instruction for the activities (Wood, 1998:17).

Bruner (Cameron, 2002:10) believes that, as well as scaffolding, classroom routines, which happen every day, may provide opportunities for language development. For instance, while giving out paper and scissors for making activities, the teacher talks to the class and organizes the distribution. The language used would suit the task and the pupils' levels; so they can hear, 'George, please give out scissors'. 'Margaret, please give out the paper'. The context and the familiarity of the event provide an opportunity for pupils to predict meaning and intention, but the routine offers a way to add variation and novelty that can involve more complex language, such as 'Sam, please ask everybody if they want white paper or black paper', or Give out a pair of scissors to each group'. He claims that as the language becomes more complex, the support to meaning that comes from the routine and the situation helps children to continue to understand. Routines then can provide meaningful language development; they allow the child to actively make sense of new language from familiar experience and provide a space for language growth. Routines will open up many possibilities for developing language skills.

Another theory on learning has claimed by Rita Dunn and her friends called Learning Style Theory. According to Dunn (1993:2-3) learning style is the way in which each learner begins to concentrate on, process, and retain new and difficult information. That interaction occurs differently for everyone and learning is the result of a personal individualized act of thought and feeling. In our present day VAKOG model is commonly accepted classification of learning styles. V stands for visual learners who learn through seeing and A refers to auditory learners who learn through listening. K stands for kinesthetic learners who learn through doing and O refers to olfactory learners who learn through smelling, lastly G stands for gustatory learners who learn

through tasting. Kang (1999:) thinks that learners of English can vary in terms of their purposes and learning. To make teaching and learning successful, educators should understand and respect the way students learning styles.

Just like Learning Styles Theory, Multiple Intelligences (MI) which is first asserted by Howard Gardner is a learning theory, too. MI Theory characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education (Richards and Rodgers, 2001:115). While standard IQ tests founded on the idea that intelligence is a single, unchanged, inborn capacity, MI suggests that brain has other equally important types of intelligence. Gardner argues that all humans have these intelligences but people differ in strengths and combinations of intelligences. These eight intelligences are (Armstrong, 2000:2):

Verbal / Linguistic Intelligence is the capacity to use words effectively whether orally or in writing.

Logical/ Mathematical Intelligence is the capacity to use numbers effectively, to handle chains of reasoning and to recognize patterns and order.

Visual/ Spatial Intelligence is an individual's ability to perceive visual spatial world accurately and to perform transformations on those perceptions.

Bodily/ Kinesthetic Intelligence is defined as using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things.

Musical/ Rhythmic Intelligence includes the capacity to perceive, discriminate, transform and express musical forms.

Interpersonal Intelligence is related to the capacity to communicate verbally and non-verbally, to cooperate and collaborate with others, to notice different kinds of interpersonal cues.

Intrapersonal Intelligence includes the capacity to understand oneself to assess one's weaknesses and strengths. It is the capacity for self-discipline, self-understanding, and self-esteem.

Naturalist Intelligence refers to recognition and classification of the numerous species of an individual's environment.

Thus, MI Theory focuses on differences between learners and the need to recognize leaner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences (Richards and Rogers, 2001: 115).

Another view point on learning is supplied by Scott and Ytreberg (1990:1). As they focus on learner differences in the same age group, they advise to concern the characteristics of an average child to make generalizations about language teaching. Furthermore, they try to point out certain characteristics of young learners to help the teacher take care of his teaching.

2.2.1 What can five to seven year olds do?

- They can talk about what they are doing.
- They can tell you about what they have done or heard.
- They can plan activities.
- They can argue for something and tell you why they think what they think.
- They can use logical reasoning.
- They can use their vivid imaginations.
- They can use a wide range of intonation patterns in their mother tongue.
- They can understand direct human interaction.

Children of these ages have a very short concentration and attention span. The physical world is always dominant and it is governed by rules. The line between the fact and the fiction is not clear. It is often said that they are reluctant to work with another one as they are self-centered until the age of six and seven. It is difficult to see things from someone else's point of view. Games play an important role in their learning as they learn best when they are enjoying themselves. Last of all, young children are enthusiastic and positive about learning, so it is important to support and praise them to keep this feeling of acceptance and success.

2.2.2 What can eight to ten year olds do?

Scott and Ytreberg (1990:3) add that children often are relatively mature with an adult side and a child side when they are compared to the five year-olds. Here are some characteristics of children in this category.

- Their basic concepts are formed. They have very decided views of the world.

- They can discriminate fact from fiction.

- They ask questions all the time.

- They can make some decisions about their own learning.

- They have a developed sense of fairness about what happens in the classroom.

- They are able to work with others and learn from others.

In the light of these characteristics Harmer (2001:38) advises that good teachers need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources. What is more they need to consider the needs of their students by developing good relationships and to plan a range of activities which are flexible enough to prevent his students getting bored. In a learning environment like this, Cameron (2002:246) states that children will bring to language learning their curiosity and eagerness to make sense of the world. As the case study about children's beginning second language learning literacy done by Huss (1995) proved that children had greater language and literacy learning abilities and were much more interactive literacy learners than their teacher perceived.

According to Shin (2006) as children tend to have short attention span and a lot of physical energy and as they are more interested in the physical and tangible, one should engage them in activities by supplementing them lots of brightly colored visuals, toys, puppets and objects to match the ones used in songs or stories. They can be involved in visual making activities together with the teacher or someone out of the classroom like parents, other teachers or students.

They will tackle the most demanding tasks with enthusiasm and willingness though these early gifts are turned to fear and failure.

2.3 Adolescents

While discussing the difference between teaching a foreign language to children in contrast to teenagers, Cameron (2002:1) claims that some differences are immediately obvious. For her, children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. In addition to these, they seem less embarrassed than adults at talking in a new language. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. The generalizations mentioned above will let teachers understand their students well enough while they will discover important differences arising from the linguistic, psychological, social development of their learners.

Ersöz, A. et al.(2005, http://ttkb.meb.gov.tr/) describe the term adolescence as the time when an eleven or twelve-year old embarks upon complete transformation of mind and body that spans the next five or six years. For Head (as cited in Dillon J., 2001:135) this period is the time of 'storm and stress' In other words adolescence is a time of change, exploration and discovery. For most theorists, adolescence is the stage during which a growing individual experiments with and examines personal identity, moral upbringing, social conventions and cognitive skills.

Adolescence is a period of transitions. All children normally pass through pre-programmed genetic sequences that produce certain physiological, intellectual, and attitudinal changes at specific stages. Physically adolescence starts with puberty. This phase of life not only involves development of genitalia but also several other associated physical changes like growing, getting bigger etc. (Head as cited in Dillon, J. 2001: 136). The body changes can produce side-effects, such as reduced coordination and fatigue (muscular growth occurs before a corresponding growth of the heart and

lungs). There are not only these external changes but also internal ones, arising from the hormonal environment changing.

Alongside the physical effects of puberty there are the psychological effects. The adolescents know that they are now capable of parenthood and hence issues such as one's sexual orientation become important. According to some psychoanalysts, prior to puberty children enjoyed a latency period, in which they had overcome the problems of childhood and they were able to cope with all the demands that life placed on them. Puberty brought about new set of problems, physical and psychological and adolescence was a period of crisis until solutions had been found to these new concerns.

From the cognitive and emotional point of view, Piaget suggests that there is a qualitative difference in thinking occurring in adolescence. Children tend to be concerned with the real immediate world. In adolescence, an interest in abstract notions develops. A child will feel unhappy about something tangible- pain, loneliness or hunger. An adolescent may feel unhappy when listening to music or seeing a beautiful sunset. This inexplicable emotional response may be puzzling to the adolescent.

Another aspect is that adolescents can be very self- conscious while children tend to live in their own world without concerning about others. They realize that other people have their own ideas but feel that they are the focus of these ideas. They believe that they are being observed and judged by others (Head, ed. in Dillon, J. 2001:138). However, cognitive and physical changes during adolescence enable most students who are in secondary school to think outside of them. The adolescent's greater facility with abstract thinking permits the application of advanced reasoning and logical process to social and ideological matters. In other words, young people are quite ready to engage in the kind of thinking that is crucial for developing the social and the moral consciousness (Ersöz et al., http://ttkb.meb.gov.tr/).

Sociologically, it can be said for both children and adults that there is a clear idea about appropriate roles and functions; on the other hand with adolescents the situation is a bit confusing. They receive alternate messages telling them to grow up and

yet reminding them that they aren't yet adult (Head, ed. in Dillon, J. 2001: 136) It is understood that identity development occurs at all stages of life, but is particularly important in adolescence. Working with them is challenging but it is important for teachers to build bridges between what they want and have to teach and students' world of thought and experience.

2.4 How Adolescents Learn?

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) point out that as in childhood, the benefits of learning a foreign language at adolescence are both personal and social. Personally, adolescents will develop a lifelong ability to communicate with more people and a deeper understanding of their own other cultures. A number of studies in linguistics and education have suggested that foreign languages should be thought to children as early as possible. Furthermore, knowing a foreign Language ultimately provides a competitive advantage in the workforce by opening up additional job opportunities in adolescents' future. Socially, the benefits are many. Citizens fluent in other languages can enhance the economic competitiveness abroad, improve global communication, and maintain a country's political and security interests.

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) reported that teaching adolescents is not easy. Actually, it is dangerous and difficult to generalize about adolescence from individual to individual, and from culture to culture; levels of maturity can differ significantly from culture to culture and in individuals within the same culture. Teenagers who are a group of young, impressionable people need teachers trying to be flexible and patient with each individual. In the classroom group dynamic, pedagogical content and the activities used are of great benefits. Effective foreign language learning can always foster language ability and social skills simultaneously.

Below are some suggestions to keep in mind while teaching to adolescents/ teenagers.

- It seems that all adolescents/ teenagers are interested in pop songs, so it is better to use that interest by bringing music as well as feelings that can be expressed through songs in the classroom.

- Adolescents/ teenagers like to be seen as cool and up-to-date, so topics of current interest from sports, entertainment and media, and English speaking cultures that are personally relevant to the learners can be brought in the classroom.

- They are starting to define their proper personalities and role-play activities can allow them to try to express different feelings behind non-threatening, face saving masks.

- Part of growing up is taking responsibility for one's acts and, in school, for one's learning, so a measure of learner autonomy and individual choice can be helpful for adolescents/ teenagers.

- It is amazing how some adolescents/ teenagers will have an almost encyclopedic knowledge of a particular field, so individual students can be allowed to bring their outside interests and knowledge into the classroom through cross-curricular work.

- Variety- including surprise and humor- is the spice of classroom life, so different warmers, starters and fillers can be tried out to change the pace and enliven the organization of the lessons.

- Adolescents/teenagers are discovering their own bodies so the teacher can make use of movement by giving students an opportunity to move around in the classroom.

- Teaching in secondary school often means teaching multi-level classes, but even in large classrooms effective classroom management helps the teacher.

- Use of the mother tongue should be avoided until when the teacher feels that the problem is beyond him or her.

- Games can provide not only purposeful contexts in which to use language but also stimulate interaction, provide competition and are fun-as long as rules are clear and clearly followed by all participants. Cognitively challenging games should be chosen for this age group.

- Project work offers each individual a chance to use their talent to do something personally meaningful and motivating with the language they are learning- and the resulting posters and other visuals can be displayed around the classroom just as adolescents/ teenagers decorate their rooms at home.

After all, as Faltis and Hudelson (1994) presented that learners read and write more proficiently when they are interested in what they are reading and writing, when they have a personal stake in or connection with what they are reading and writing, and when what they are reading and writing is related directly to their own lives. They also added that learning takes place when learners are invited to participate in the ways of knowing that full members of a particular community possess, value, display, and reinforce.

2.5 English Language Teaching Materials

As Richards (2001:251) defines, teaching materials are key components in most language programs. Nunan (1988:28) shares the similar ideas by saying materials act as curriculum models and provide concrete models of desirable classroom practice. At their very best they fulfill a teacher development role by helping them follow in developing their own materials.

Years ago, while the only language teaching materials were books of grammar and dictionaries, today there is a great variety of language materials on the market. Tomlinson (1998:2-3) says that people associate 'language –learning materials' with course books as that has been their main experience of using materials. For him, materials can be anything which is used by the teachers or learners to facilitate the learning of a language. In other words, they can be anything which is deliberately used to increase the learner's knowledge and/or experience of the language. This pragmatic attitude helps materials developers to utilize as many sources of input as possible and, even more importantly, can help teachers to realize that they are also materials

developers and that they are ultimately responsible for the materials that their learners use.

According to Richards (2001:251) whether teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. As Seven and Engin (2007) states the more a learning activity addresses to the five senses, the more the learning event becomes effective and permanent and forgetting becomes less.

 Materials sometimes serve as a form of teacher training for the inexperienced teachers- they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial materials.

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) conclude that language teaching materials come in three different categories: course materials, supplementary materials (teacher's book and workbook or exercise book), and additional materials (visual, audio and audio-visual materials) In addition to these as Richards (2001:251) says materials not designed for instructional use such as magazines, newspapers, and TV materials may also play a role in material choice and use.

A good language teacher should know these materials very well when s/he uses at least one of them (course book) in language classes; thus some knowledge on the use of materials can help a teacher a lot in his/her profession .

2.5.1 Course Books

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) express, course material is usually the course book prepared for the learner. Course books play an important role in language classrooms where English is taught as a foreign language because course books often control the instruction as teachers and learners tend to rely heavily on them. Good

course books usually come in kits which there are supplementary materials such as teacher's books, workbook, audio cassettes, video cassettes and the like.

Pakkan (1997:7) mentions how rare it is to find language teachers that do not use any course books in their classes. A number of teachers prefer using course books. While some may prefer using only one course book, some prefer using more than one and some teachers prefer adapting and supporting the course books that are available.

Judy (cited in Pakkan, 1997:7) states, use of a course book, to some extent, guarantees a degree of consistency in the courses taught by a number of different teachers, thus continuity between grade levels and the correct material choose will be ensured.

Cunningsworth (1995:7) summarizes that course books are a resource for presentation materials (spoken and written) and a source of activities for learner practice and communicative interaction. Besides, these materials are a reference source for learners on grammar, vocabulary, pronunciation etc and a source of stimulation and ideas for classroom activities. Sometimes, they become the syllabus where they reflect learning objectives that have already been determined. Finally, they are a support for less experienced teachers who have yet to gain in confidence.

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) express, a good course book should have the following qualities:

Physical Qualities: the course book should have;
- a durable cover
- texts with attractive cover, page appearance etc
- a convenient size to handle
- an affordable price
- obtainability
- supplementary materials.

Content Qualities

- The type of syllabus design used in the book should be in line with the national curriculum.

- The language should be realistic.

- The book should contain a variety of text types (letters, dialogs, poems, songs, ads, etc.)

- There should be effective visual aids such as maps, plans, photos, etc. to make meaning clear.

- The content organization and sequencing throughout the book should be appropriate for target learners (their attitudes, intellectual abilities, cognitive maturity, etc.)

- The inner organization and sequencing of units should be appropriate for target learners.

- The vocabulary, grammar, function and notion load should be reasonable for target learners.

- The language skills load should be suitable to the level of target learners.

- The book should emphasize appropriateness besides grammatical correctness.

- The book should contain interesting and motivating texts and activities.

Methodological Qualities:

- The book should consider learning differences.

- The book should increase learner autonomy.

- The book should contain a variety of tasks/exercises/activities that are suitable for target learners.

- The theory of learning /teaching on which the book is based should match the national curriculum.

2.5.2. Supplementary Materials

They are the materials which support the course book being used, provide extra work and exposure to language for the learner. These materials are the teacher's manual and the workbook or exercise book, audio cassettes or CDs and the video cassette.

2.5.2.1 Teacher's Book

As Pakkan (1997:9) expresses that teacher's book acts as a guide for the teacher in the use of the course book and the workbook. It outlines each unit for the teacher by showing the steps to be followed along with the additional ideas and activities in similar areas.

According to Ersöz et al. (2005, http://ttkb.meb.gov.tr/) mention, a good teacher's book should have some characteristics. It should help the teacher to understand the rationale of the course book (objectives, methodology, etc) and have an index to guide the teacher to the vocabulary, structures, skills, tasks, and topics found in the book. Correct or suggested answers should be provided for all of the exercises in the course book. The manual should contain the tape-scripts of all listening activities. There should be additional activities provided for parts of units that may need further practice. There should be quick tips for the teacher to plan activities or lessons. There should be sample exam sheets in the manual. The manual should provide probable pronunciation, lexical, grammatical problems. It should provide information on special usages, idioms, proverbs used in the unit as well as extra information on cultural topics/themes or issues.

2.5.2.2 Workbook

The workbook or the activity book presents further optional activities for learners to do. It provides a wide range of exercises and activities in the light of the

subject matters in the course book. The activities can be used in the class or assigned as homework.

Ersöz et al. (2005, http://ttkb.meb.gov.tr/) point out the qualities that a good workbook should have by saying the book should be in line with the course book. Moreover, the activities and tasks in the book should be appropriate for self-study. It should cover practice material not presentation. Finally, the instructions in the book should be short and clear for learners to understand without help.

2.5.3 Additional/Supporting Materials

Good course books usually come in kits in which there are supplementary materials. In addition to these, most publishers offer other materials such as posters, flipcharts, flash cards, puppets, etc. as additional materials for different age groups and language levels to make teaching and learning more effective.

Many teachers think that the course book is the basic element in the classroom. However, as Pakkan (1997:9-10) suggests even the course books can sometimes need to be supported by some visual, audio or audio-visual materials which are called supporting materials. Thus, teachers get rid of the pain of finding extra materials to reinforce new learning.

It is reported by Ellis and Tomlinson (1980, cited in Pakkan, 1997:10) that most teachers and learners prefer using these materials in the classroom as they:

- provide realistic context to exemplify language items in the classroom.
- provide actual samples of language in real use.
- motivate students for the production of language.
- answer the desire of pupils for novelty and variety.

Apart from these advantages of using supporting materials, teachers must be careful on the point of using these aids for Ellis and Tomlinson (1980, cited in Pakkan, 1997:10). According to them, the aid should help the teacher; the teacher should not

become the assistant of the aid. The aid must only be used if it can be really useful and it can be chosen due to the fact that it can help a particular teaching situation. Lastly, the aid should be able to achieve things which the teacher cannot do by himself.

2.5.3.1 Visual Materials

As they are motivating and transmitting information more effective than words, visual materials are highly preferred. The visual materials can be listed as; teacher, gestures, body and hand movements, facial expressions, blackboard, whiteboard, magnet board, flashcards, wall charts, posters, maps, plans, board games, puzzles, cartoons, photos, puppets, realia, brochures, leaflets, equipment operation manuals, newspapers, magazines, overhead projector, transparencies, slides, TV programs, computer, software, DVD and video cassettes.

2.5.3.2 Audio Materials

There are a number of audio materials available in language teaching market today. They offer learners to deal with spoken materials without the teacher being present. The teacher, audio cassettes, records/record players, CDs/CD players, Radio programs, multimedia lab and language laboratories are the principal audio materials.

2.5.3.3 Audio-Visual Materials

As Pazarbaşı (2001:31) identifies that films, videotape recorder, television, computer and multimedia are used in the class as audio-visual materials. These materials combine vision and sound thus, they are preferable since they provide authentic use of language.

2.5.4 Authentic Materials

For Richards (2001:252) some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of the lessons, the balance of the skills taught, and the kinds of language practice students take part in. In other situations, materials serve initially to supplement the teacher's instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Hence the role and uses of materials in a language program are a significant aspect of language curriculum development.

When planning the role of materials in a language program, the primary decision concerns the use of authentic materials versus created materials. Authentic materials refer to the use in teaching of texts, photographs, video selection and other teaching resources that are not specifically designed for pedagogical purposes. Created materials refer to textbooks and other specially developed instructional resources. Some argue that authentic materials are preferred over created materials, since they contain authentic language and reflect real world uses of language compared (Richards, 2001: 252). It can be said that authentic materials have positive effect on learner motivation and contain cultural information about the target culture. In addition to this they can provide exposure to real language and can be related to learners' needs. On the other hand authentic materials often contain difficult language and for teachers as they can be a burden to develop and adapt.

Chapter 3

Methodology

3.0 Presentation

This chapter is divided into five main sections. The first section (3.1) gives information about the people who participated in this study. The next chapter (3.2) deals with the 3rd and 7th graders' pre-tests (see appendix 1and 2) and their results. Section 3.3 is comprised of suggested lesson plans for both groups and section 3.4 consists of the post-tests (see appendix 3 and 4) and their results for each group and their observers' (see appendix 5 and 6). Finally, section 3.5 summarizes the reflections of the study out of the findings.

3.1 Participants

The study was conducted at Ankara Maya Private Primary School. The teacher (i.e. the researcher) has been teaching in the same institution for five years. From 3rd graders, class 3/A and from 7th graders, class 7/A group B students were chosen for application. 3rd graders comprise of 18 students 6 of which are girls and the rest are boys. Most of them have been studying English since kindergarten and their teacher has been teaching them for 3 years. As for 7th graders, there are 11 students in the class; five of them were girls and six of them were boys. During English class times 7th graders were divided into two groups according to their English proficiency level. Their teacher has been teaching them for 2 years. Two teachers from the English Department were at present to observe the lessons. One of them has been teaching for 30 years, unlike the other has a one- year teaching experience.

3.2 Questionnaire 1

The main source of data for the analysis of this study is obtained through questionnaires. Firstly, both groups took a pre-test (see appendix 1 and 2) to find out what kind of activities each age group prefers. Later, a suggested lesson plan was carried out in the light of the findings gathered from the pre-test results. Lastly, a post-test (see the appendix 3 and 4) was given to participants and to the observers (see the appendix 5 and 6) to make generalizations. The questionnaires have been given to thirty students and two observers.

Questionnaire 1 consists of three parts. The first part has 3 questions which mention students' general ideas about their English class, books and the materials used in the class hours. There are five choices to select as always, usually, sometimes, rarely and never.

On the other hand, the second part involves eighteen activity types which are commonly used in an English class. The activities are limited to eighteen as they are the mostly used ones in an English class. The students are expected to put the activities in a preference order from number one to five. While activity number one shows the most preferred activity, activity number five refers to the less preferred one.

Finally, in part three students are supposed to give reasons why some activities are desired most while some activities are preferred less by concerning all activities given in the previous part. The answers are categorized according to the reasons supplied and the results will be explained through few paragraphs.

Students are given ten minutes to do the questionnaire to prevent boredom. The researcher has tried to provide a relaxed atmosphere.

3.2.1 Pre-Test results for 3rd Graders

Part I.

1. **Statement 1: I find English Lessons useful and beneficial.**
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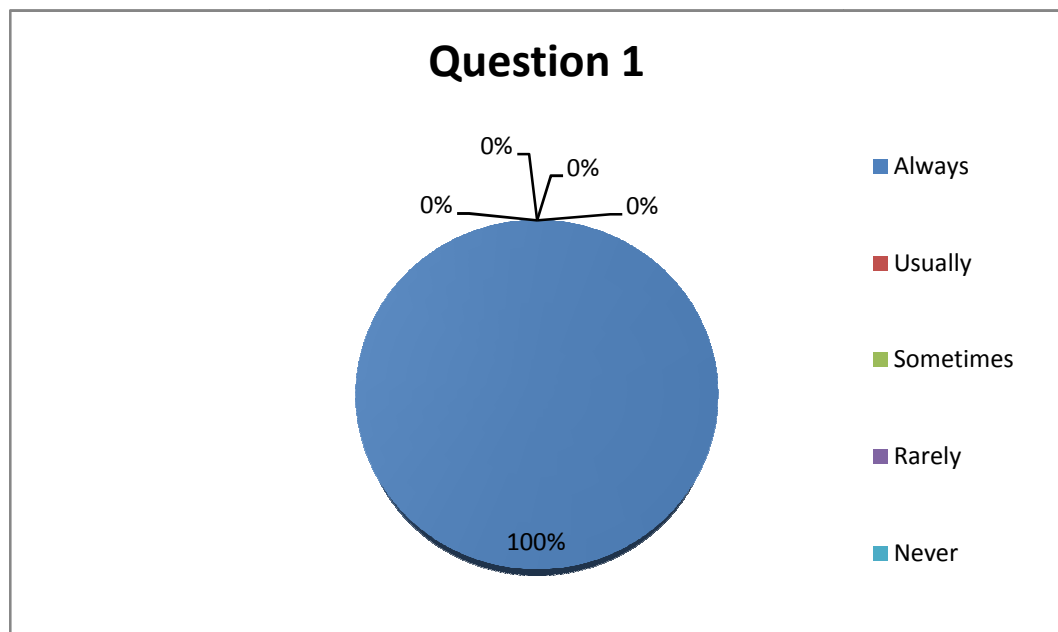
For the statement 1, all students chose the answer "always" by stating the idea that English is useful and beneficial for their future. None of them stated any opposite ideas, which mean students have a positive attitude towards English.

Statement 2: I find my English book educational and enjoyable.
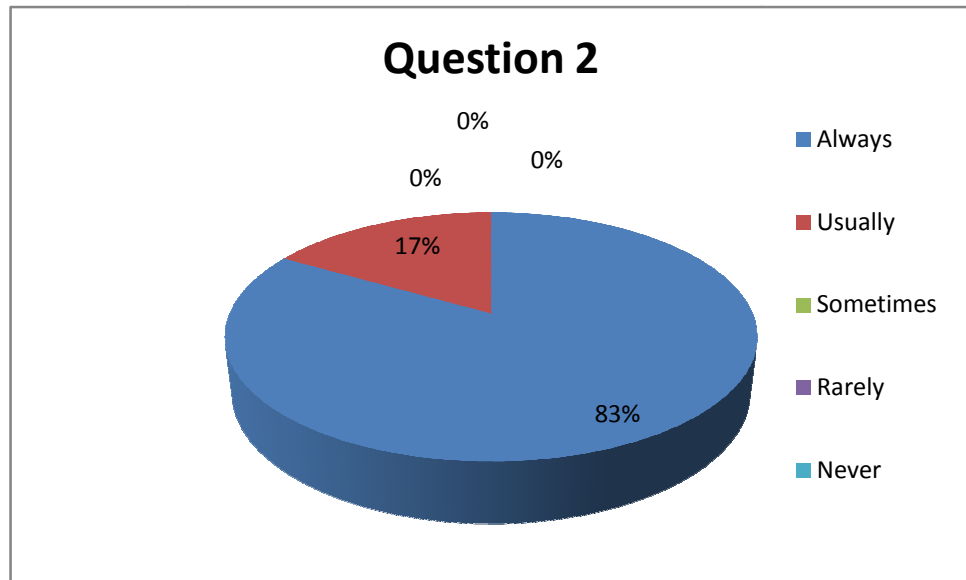
For **statement 2,** 83% students claimed that their English course books are didactic and enjoyable whereas, it is "usually" so for the 17% of them. This means that students love their course books and most of the times they think their books help them in their learning experience.

Statement 3: The materials (pictures, posters, DVDs, cassettes, puppets, OHP etc.) used in English lessons are attractive and help me in my learning.
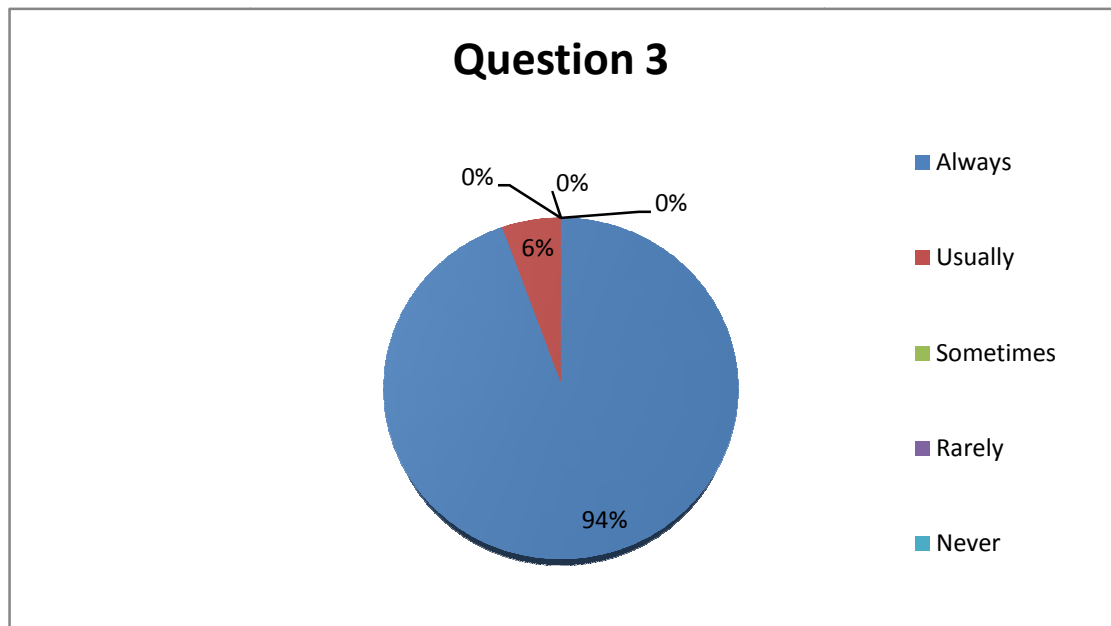
For the statement 3, while 94% of the students found language teaching materials crucial and facilitator in their learning, 6% of the students chose "usually" as an answer. The results show that students are aware of the motivating and facilitating part of teaching materials.

Part II.

Pre Test Results for 3rd Graders
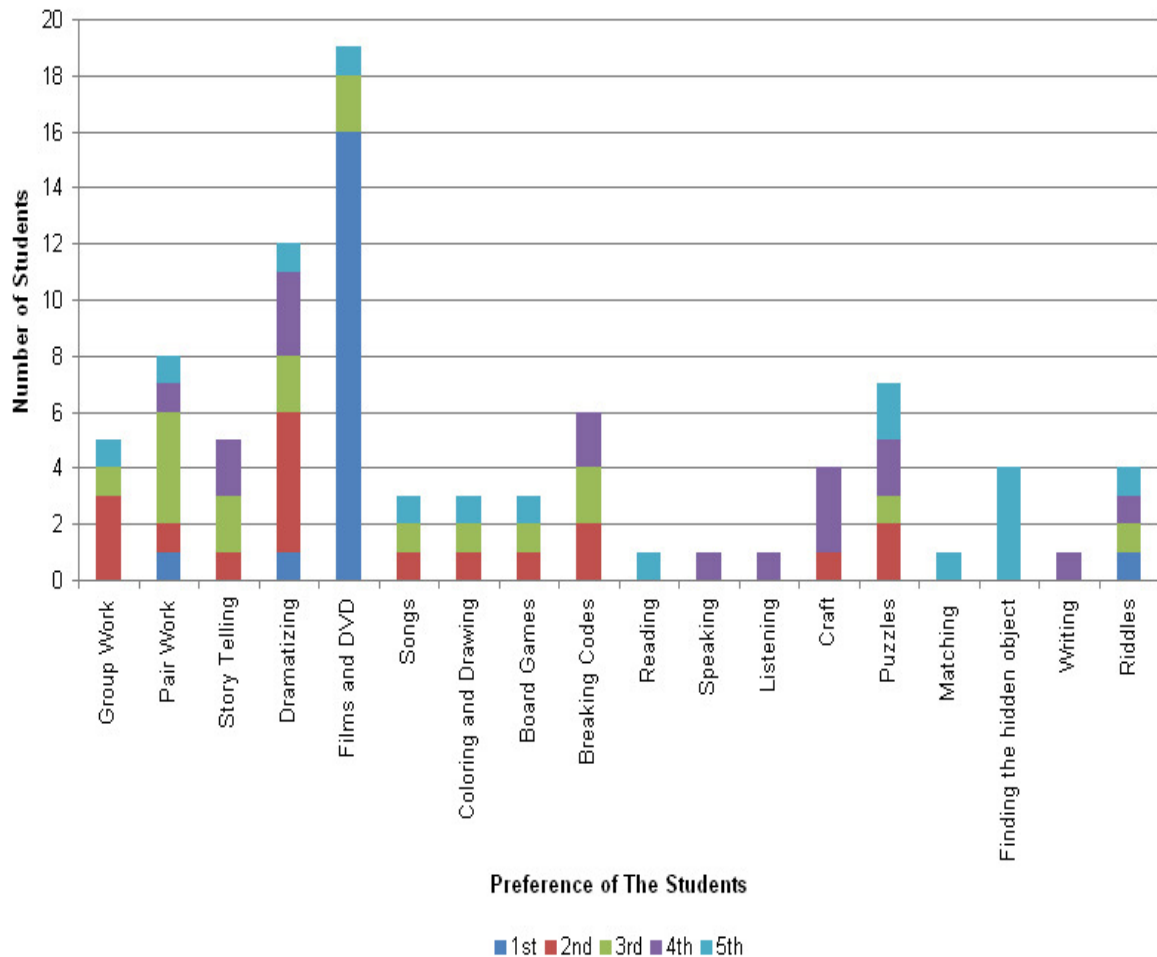
The chart above shows the activity preference of the 3rd grade students. Different colors mean which activity has been preferred as first, second or so. For instance, blue color refers to the activity which has been chosen most as the number one. On the other hand, color red means the second most chosen activity, as green is the third most preferred one. Purple means the fourth most wanted activity. Lastly, turquoise is the less preferred one when it is compared to the others.

According to the chart, watching films and DVDs was the most preferred activity type among young learners. Sixteen students selected this activity as their

favorite activity. Two people wrote it on the third place and one person chose it as the fifth decision.

2nd most preferred activity was dramatizing. While one student ranked it as the number one activity, five students noted it down as the second most wanted one. In addition to these, two people chose it as the activity number three and three students selected dramatizing as the fourth most desired one. Lastly, one of the students decided on it as the fifth activity.

Pair work activities which were selected by totally eight students took the 3rd place among the other activity types. According to this, one student chose it as the number one activity and it is followed by another student who selected it as the second activity; however, four of them preferred it as the third most desired activity. One student's preference was the fourth; another one's was the fifth place for this kind of activity.

The following activity type was puzzles. Seven students categorized this kind of activity into different preference orders without putting it into the first place. Accordingly, two students appointed it on the second, one student selected it for the third and another one put it on the fourth place. Only two students chose it as the fifth activity type.

The next one was code breaking activities. This type of activity was the second choice of the two students. While it was the third choice of the other two students, it was the fourth choice of another two students.

Group work and storytelling were picked out by equal number of people yet there is a difference in what order these activities were chosen. For example, group work was selected as the second choice by three students, as the fourth choice by one student and as the fifth choice by one student.

In the case of storytelling, it was one student's second favorite activity, two students' third and another two students' fourth favorite activity.

Craft activities were nominated by four students. When one student marked it as his/her second most preferred activity, three of the students entitled it on the fourth place in their preference lists.

Activities like finding the hidden object were pointed out by four students as the fifth preferred activity type. Similarly, riddles were in the favor of four students again. It took its place for one student's first selection, other student's third, and another two students' fourth and fifth selection.

Song activities were chosen by a student with the second preference order. Additionally, one student appointed it as the third and another one put it as the fifth activity type. Similarly, coloring/drawing and board game activities followed the same steps with those of song activities.

Finally, reading, listening, writing, speaking and matching activities were the least preferred ones of all with only one student each. Among them speaking, listening and writing activities were pointed out as the fourth, on the other hand, reading and matching activities were designated as the fifth activity in the preference order.

Part III.

This is the last part of the questionnaire that was given to the students. In this part, students were given open ended sentences in which they were asked to state reasons why they loved some activities more and why they less preferred some activities regardless of the choices they gave in the previous part.

Students were expected to think all the activities above and make generalizations. In the end, it was noticed that they used some specific words while stating reasons. For example, fourteen students love some activities more than others as

they are "enjoyable". For one student the reason was the activity's being comprehensible. The rest of the students chose that some activities were appealing.

On the other hand, eight students didn't seem to like some activities as they were boring or uninteresting. Due to being difficult, some activities weren't preferred by five students. However, two students were far from loving some activities as they were easy. Two of the students stated they didn't like the activities as they had the fear of making mistakes. For one student it was the length of the activity which was not appealing.

3.2.2 Pre-Test results for 7th Graders

Part I.

Statement 1: I find English Lessons useful and beneficial.
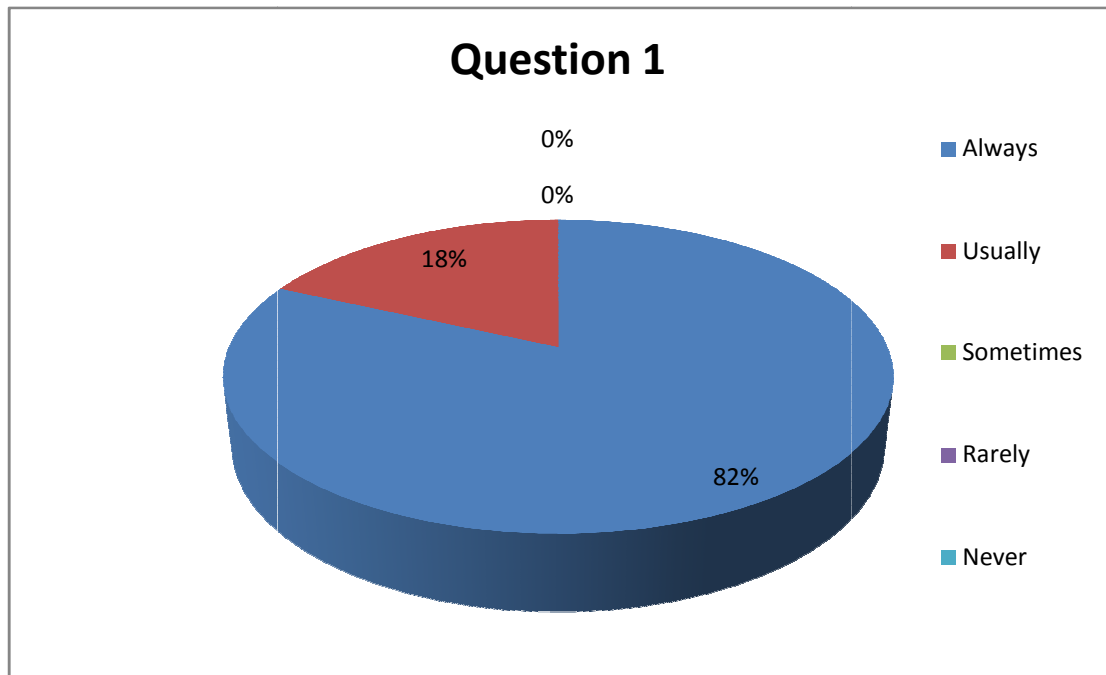
For statement 1, 82 % of the students selected the answer "always", likewise 18% of the students circled "usually". It can be said that students generally but with different frequencies have the idea that English is useful and beneficial as a lesson. It wasn't received any negative feedback for this statement.

Statement 2: I find my English book educational and enjoyable.
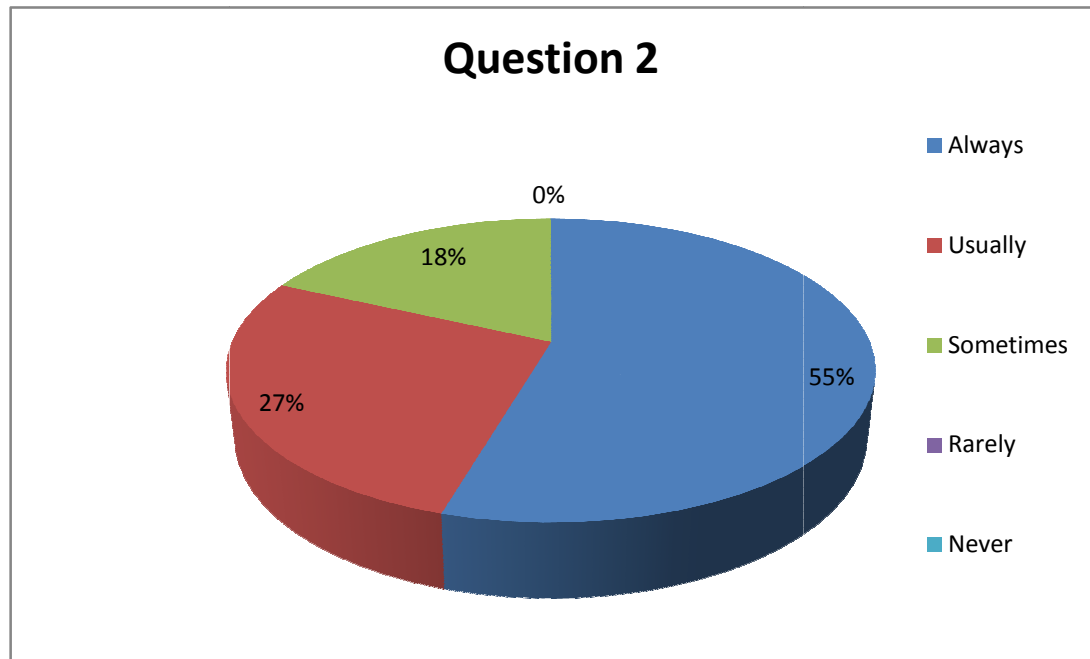
For statement 2, more than half, that is 55% of the students agreed on the item "always", so it can be said that students were glad with their English books and its didactic and enjoyable side. 27% of the students said "usually" for it and 18% of the students preferred 'sometimes' for the same statement. It is nice not to see any negative attitude towards course book et al. After all, students can be said to appreciate their course books and other supporting materials.

Statement 3: The materials (pictures, posters, DVD, cassettes, puppets, puzzles, songs, games, etc.) that are used in the English lessons capture my attention and make it easier to understand the lesson.
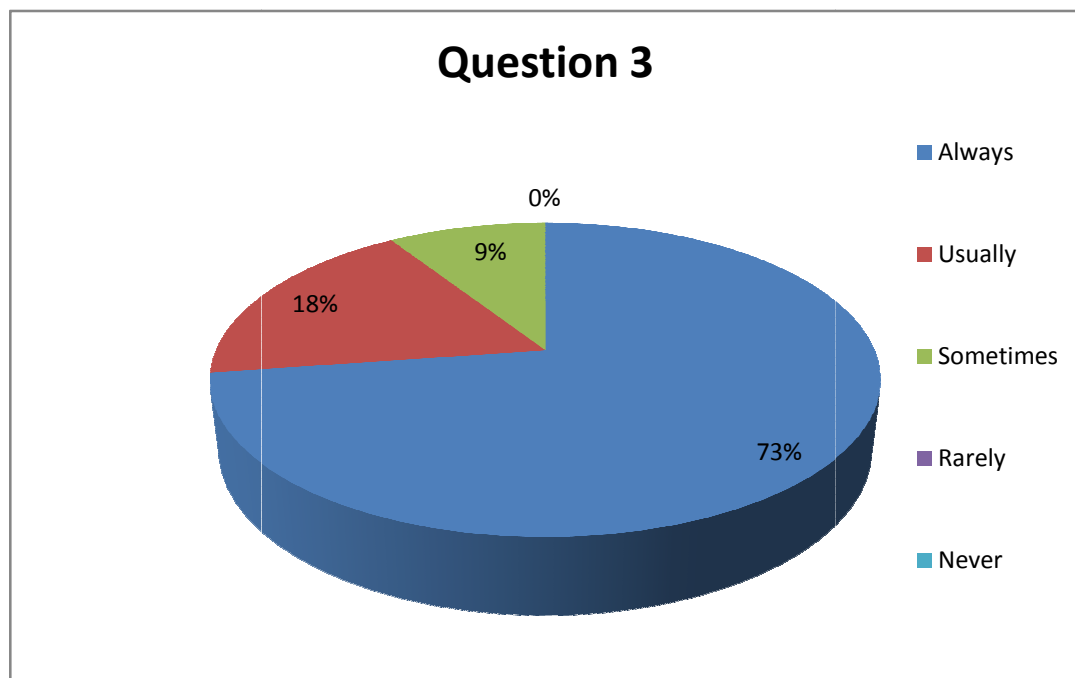
For statement 3, 73% of the students answered as "always" by having the idea that materials used in English lessons are attractive and help them in their learning. Besides, 18% of the students chose the answer "usually" while 9% of them circled "sometimes". Thus, it can be deduced that language teaching materials used in the classroom mostly appealing and interesting for teenagers.

Part II.
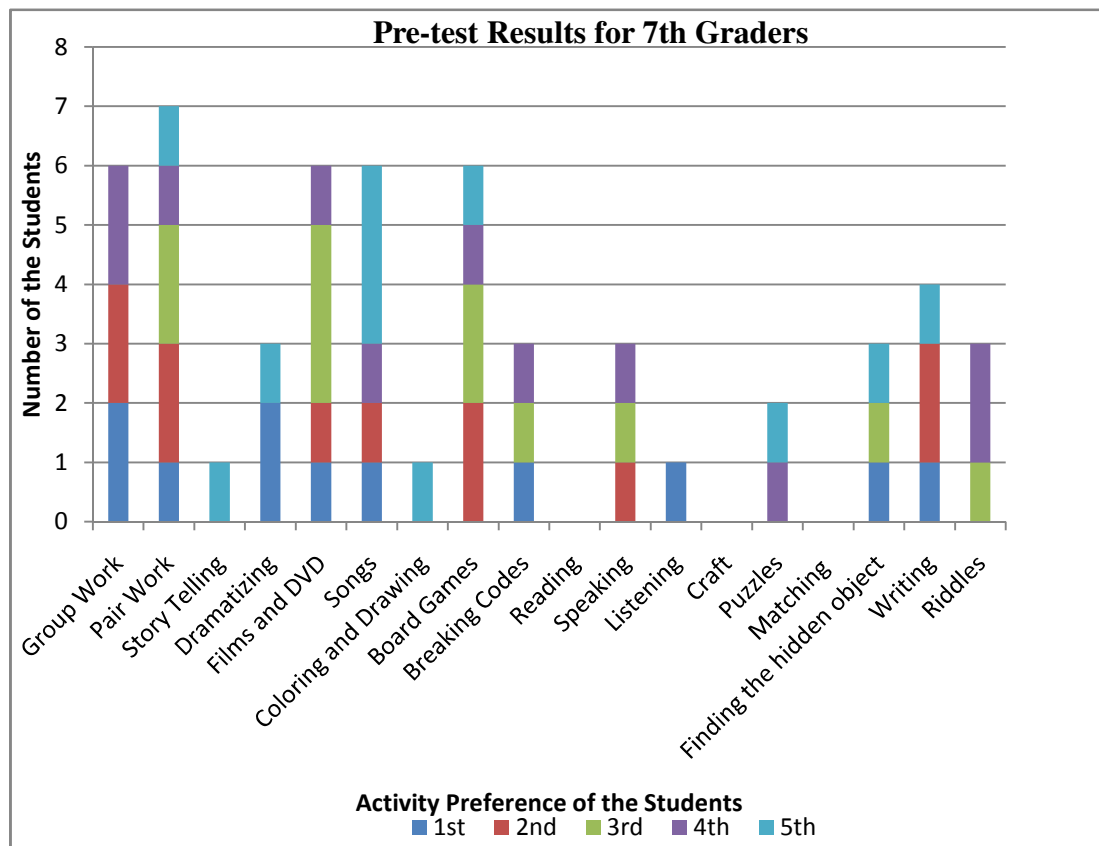
The chart above shows the activity preference of the 7th grade students. It should be kept in mind that different colors mean which activity has been preferred as first, second or so. For instance, blue color refers to the one which has been chosen most as the number one activity. On the other hand, color red means the second most chosen activity, as green is the third most preferred one. Purple means the fourth most wanted activity. Lastly, turquoise is the less preferred one when it is compared to the others.

With the help of the explanations given, it can be said that pair work activities are at the top of the preference chart for 7th graders. Seven people chose this activity type in a changing order. One student had selected it as his/her number one activity. Besides, two students had put it in the second place while other two students had placed it as their third activity. This activity type was one student's fourth, another one's fifth choice.

Even though the activity preference of each child was different, following four activities which were group work, watching films and DVDs, listening to songs and board games had been accepted as the second most wanted activity type in the classroom. For instance, group work activities were appointed as the first preferred activity by two students. Similarly, another two students marked it out as the second preferred one. Finally two more students nominated it as the fourth one in their preference lists.

The next activity type was watching films and DVDs. One of the students chose it as activity number one, while another one put it on the second order. It was three students' third choice and one student's fourth preference.

As for listening to songs activity, it was preferred by one student as a favorite activity. For one student it was the second choice, while for another the third choice. Last of all, this activity took the last place in the preference list of three children.

Board games were chosen by six students. Two of them selected it as the second preferred activity, while two other students pointed it out as the third one. A student appointed it as the fourth activity in the list; lastly one student preferred it as activity number five.

The following activity which was the four people's selection was writing. According to this, one of the students entitled it as the first activity, whereas two of them picked it out as activity number two. Finally, writing was one student's last choice in the preference list.

Activities such as dramatizing, code-breaking, speaking, riddles and finding the hidden object had the same number of supporters in the classroom. Among these activities dramatizing was preferred by three students. The two of them categorized it as the number one activity while the other student selected it as activity number five.

Code breaking activities was preferred by three students, as well. While one student put it as the number one activity, other student's categorizing was as the third activity. Finally, another student pointed it out as the fourth activity in the list of preference.

It was one student's choice to offer speaking activities as number one activity. In addition to this, one student presented it as activity number three and another one accepted it as activity number four.

The following activity was finding the hidden object which was similarly pointed out by three students. It was a student's choice to put it as the number one activity. This was followed by one student, whose selection was in the third order. Lastly, another student designated it as activity number five.

Riddles took their places as the third activity in the preference order of one student and as the fourth activity in the preference order of two students.

Puzzles were only chosen by two students. They were one student's fourth, however other student's fifth preference.

In addition to these, storytelling, listening, coloring and drawing activities had only been selected by one student each. So, apart from one student who selected listening as his/her number one activity, the other two students had appointed such activities like storytelling and coloring-drawing, as their fifth most preferred activity.

Lastly activities of reading, crafts and matching hadn't been offered by any of the students as a preference to make comment or to make deductions.

Part III.

The last part of the questionnaire, as it was stated before, consisted of open-ended sentences that students were asked to state their ideas and give reasons about what kind of activities they like more and what kind of activities they prefer less. Considering all the activity types presented in the previous section, students wrote down their preferences. It was soon noticed that they made use of some keywords which could make the categorization of the ideas easy and explicit.

In the light of the explanations, seven of the students expressed that they liked some activities as they were enjoyable. Likewise, one student reported that she/he liked an activity if it was motivating. Just as his/her classmates, one of the students mentioned that he/she liked an activity if it was memorable. Two other students were like their friends as they both believed that activities which they liked facilitated their learning.

In contrast to the favorite activities, students seemed to prefer some activities less. According to six students some activities were boring if they took much time. Furthermore, two of the students expressed they loved some activities less as they seemed a bit childish. One of the students labeled an activity as uninteresting if it was far from being clear and understandable. Similarly, the degree of difficulty is important for another student who exemplified that an activity was problematic if it was too easy or too difficult

3.3 Suggested Lesson Plans

As a result of the findings gathered from the pre-test results of 3rd and 7th grade students, a suggested lesson plan was carried out to both groups. The effective use of different kinds of materials would be achieved with the help of choosing right activity types. So, pre-test results served as a route to follow the kernel of the present study.

Suggested lesson plans for 3rd and 7th grade students are presented below. The lesson plan for 3rd graders was applied in two class-hour time while it was only one

class hour for 7th graders. The lessons were observed by two observers who were also English teachers working in the same institution. Following the practice of ideas questionnaires, which were so called post-tests, were given to students and to observers. It must be said that the kind of the post test given to the students were different than that of observers'. The results and impressions will be reflected in the conclusion part of the present chapter.

3.3.1 Suggested Lesson Plan for 3rd Graders

Duration: 80 minutes (Two class hours)

Subject: English language

Class: 3/A

Specific focus: vocabulary study through listening, watching a DVD and writing. Speaking is limited with the pronunciation of words, as the main focus of the lesson is vocabulary study.

Assumptions: Students already know family members. They can use some of the past tense verbs in sentences.

Objectives:

By the end of the lesson, the students are expected to:

1. listen and watch a DVD for the specific information.
2. listen and watch a DVD to make inferences.
3. revise past tense verbs and use them in a board game.
4. work in groups to do a puzzle.
5. dramatize a dialog in pairs.
6. play a board game as a group.

Materials:

1. DVD, DVD player, projection
2. worksheets
3. board and card games
4. puzzles
5. board
6. dice and counter

Procedure:

Step	Time	Task(teacher)	Task (pupils)	Interaction	Purpose
1	10 mins	Opening: Introduction to Hercules and his family. Pre- teaches the vocabulary for the first activity in which the sound is off. (T=teacher Ss=students	Watch and tick. Ss tick the boxes for the things they see.	T→Ss	Arouse interest. Activate schema for family. Watch to make inferences and to find the specific information
2	5 mins	T asks some questions. T lets Ss watch it again with the sound on.	Ss try to answer the questions by making predictions.	T→ Ss Ss↔Ss	Watch to make inferences and to find the specific information.
3	10 mins	Teacher makes Ss watch and listen to a dialog to fill in the blanks.	Ss complete the sentences with the words given in the box.	T→Ss	To listen and watch for the specific information.
4	10 mins	T tells Ss that they will watch the part of the movie several times.	Ss check their answers.	Ss↔Ss	To work with a partner, imitate characters and to use daily language.
5	5 mins	T asks Ss to dramatize the dialog.	Listen and work in groups	Ss→Ss	To make predictions, to use clues.
		SECOND CLASS HOUR			
1	10 mins	T asks Ss to watch that part of the movie with vision off.	Ss will tick the boxes for the sounds they will hear.	T↔Ss	To watch and find the specific information
2	5	T lets Ss watch the	Ss will check their	T↔Ss	

	mins	movie again with the vision on.	answers.		
3	10 mins	T lets Ss watch the sequence again and asks Ss to write TRUE or FALSE.	SS will watch the sequence and decide if sentences are TRUE or FALSE.	T↔Ss	
4	5 Mins	T checks the answers of the questions.	Ss will check their answers.	Ss→Ss	
5	5 Mins	T distributes puzzle pieces.	Ss will put the puzzle pieces together	Ss→Ss	To work in groups cooperatively.
6	5 mins	T deals out boards to let Ss play a board game.	Ss play a board game by using past tense verbs	Ss→Ss	To practice past tense, to work in groups.

Activity 1: Sound off

Watch the sequence. Tick the things you can see.

	A palace		Flowers
	A farm house		Trees
	A party		A feeding bottle
	Dogs		Clouds
	Gods		Rain
	Goddesses		A birthday cake
	Ghosts		Gifts
	A baby		A horse

Answer the questions.

- Why are these gods and goddesses gathered?
- What are they doing?
- Who is the guy in black?
- Do the others like him?
- Is he nice?

Watch again with the sound on and check your answers.

Activity 2: Watch the sequence again and complete the sentences. Use the words given in the box.

> let / look at / Hercules / look / head / Come / keep

Hera: ……………! Behave yourself!

Zeus: Oh, ……….. …. this, ………. how cute he is. Hah! Oh, he's strong! Like his Dad, hmm?

Hera: Dear, ……….. those away from the baby.

Zeus: Oh, he won't hurt himself. ………. the kid have a little fun!

Hera: Mind his ………..!

Zeus: …………. on, Hades, don't be such a stiff, join the celebration.

Activity 3: Vision off. Which of the following sounds do you hear? Circle the letter.

a.	snoring	g.	lightening
b.	glass breaking	h.	people cheering
c.	water flowing	i.	someone running
d.	someone blowing his nose	j.	baby crying
e.	sobbing	k.	snakes hissing
f.	screaming	l.	baby giggling

Watch the activity again with the vision on. Check your answers.

Activity 4: Watch the sequence again. Write TRUE or FALSE.

T/F	
	1. Baby Hercules and baby Pegasus are sleeping.
	2. Zeus and Hera are reading in bed.
	3. Zeus and Hera are running to the cradle.
	4. Zeus is crying.
	5. Pain and Panic are flying down, carrying Baby Hercules.
	6. Baby Hercules is laughing.
	7. Pain and panic are giving Hercules some milk.
	8. Baby Hercules is finishing the whole milk, even the last drop.
	9. A man and a woman are coming.
	10. Pain and Panic are changing into snakes.
	11. Baby Hercules is tying them into a knot and throwing them far away.
	12. The man and the woman are taking the baby Hercules with them.

Activity 5: Do the puzzle as a group.

Activity 6: Play a board game by using dice and counters.

Throw the dice. If you land on a black dot, make sentences about Hercules by using a past tense verb (went, ate, swam, jumped, listened, cleaned, colored, watched etc.) such as "Yesterday, Hercules cleaned his room" or "Meg washed her clothes".

If you land on a question mark, you will both make sentences and mime the action. In each case if your sentences are correct, you can proceed otherwise you should go back to your previous location.
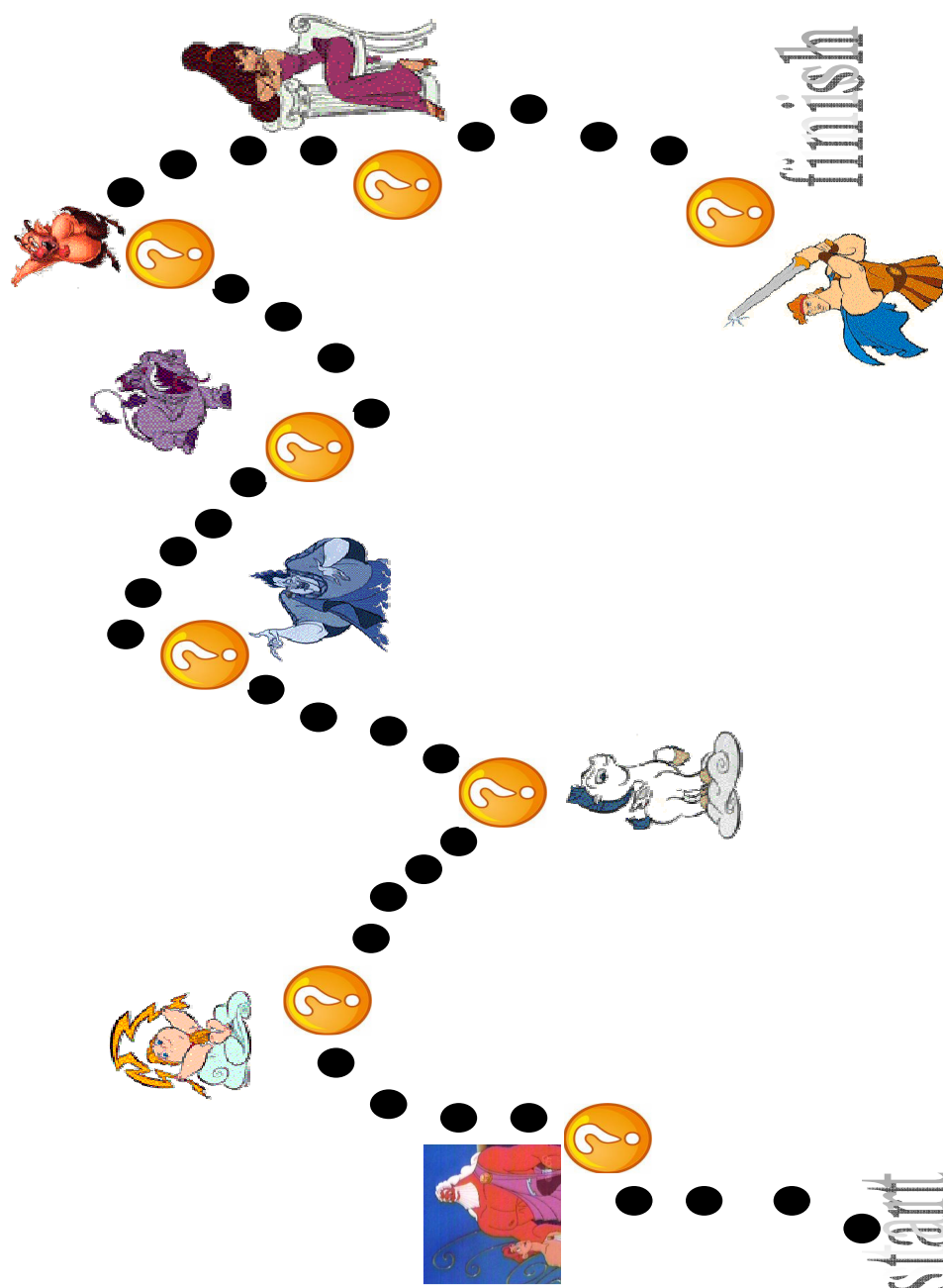
3.3.2 Suggested Lesson Plan for 7th Graders

Duration: 40 minutes

Subject: Personal Pronouns, Possessive Adjectives, Possessive Pronouns.

Class: 7/A

Specific focus: Discrimination of Personal Pronouns (I, He, We etc.), Possessive Adjectives (my, her, his, your etc.), Possessive Pronouns (mine, hers, theirs etc.), group coordination, listening for specific information.

Assumptions: Students have already had a general idea about what personal pronouns, possessive adjectives and possessive pronouns are, but they can be confused at times.

Objectives:

By the end of the lesson, the students are expected to:

1. revise and discriminate personal pronouns, possessive adjectives, and possessive pronouns.
2. work in groups and in pairs cooperatively.
3. listen to a song for the specific information.
4. improve memory skills.
5. make inferences

Materials:

1. Projection
2. Remote control
3. CD and CD player
4. Worksheets
5. Cards with different colors.
6. Blackboard
7. Pieces of paper
8. Computer

Procedure:

Step	Time	Task(teacher)	Task (pupils)	Interaction	Purpose
1	5mins	Opening: Teacher shows some slides to revise personal pronouns and possessive adjectives. (T=teacher Ss=students	Look and tell.	T→Ss	Arouse interest. Activate schema for the topic.
2	5 mins	T shows some pictures of bags and elicits to whom they belong.	SS make sentences about the owner of the bags.	T→ Ss	Look to make inferences.
3	5 mins	T lets Ss play a memory game about the owners of the bags.	Ss look at the slides and try to guess the owner of the bags.	T→Ss	To improve memory skills.
4	10 mins	T wants Ss to look at a number of slides and asks what the underlined word refers to.	Ss work in groups and play an action game.	Ss↔Ss T→Ss	To have a good timing, to spell words correctly, to work cooperatively.
5	5 mins	T tells Ss that they will complete the missing words in the sentences.	Ss will work in groups to write the words on a piece of paper.	Ss→Ss	To work in groups to find the correct answer.

6	5 mins	T asks Ss to look at some slides again.	Ss try to find out the names of the people with his/her partner.	T↔Ss Ss↔Ss	To work in pairs, to improve one's memory skills.
7	5 mins	T asks Ss to listen to a song.	Ss will work in pairs to count how many times they hear the words I-MY and YOUYOUR	T↔Ss Ss↔Ss	To listen to a song for the specific information.
8	5 mins	T lets Ss listen to the song again	Ss will check their answers.	Ss→Ss	To listen to a song for the specific information.

Activity 1, part 1: Teacher shows slides 1-7 to revise personal pronouns and possessive adjectives.
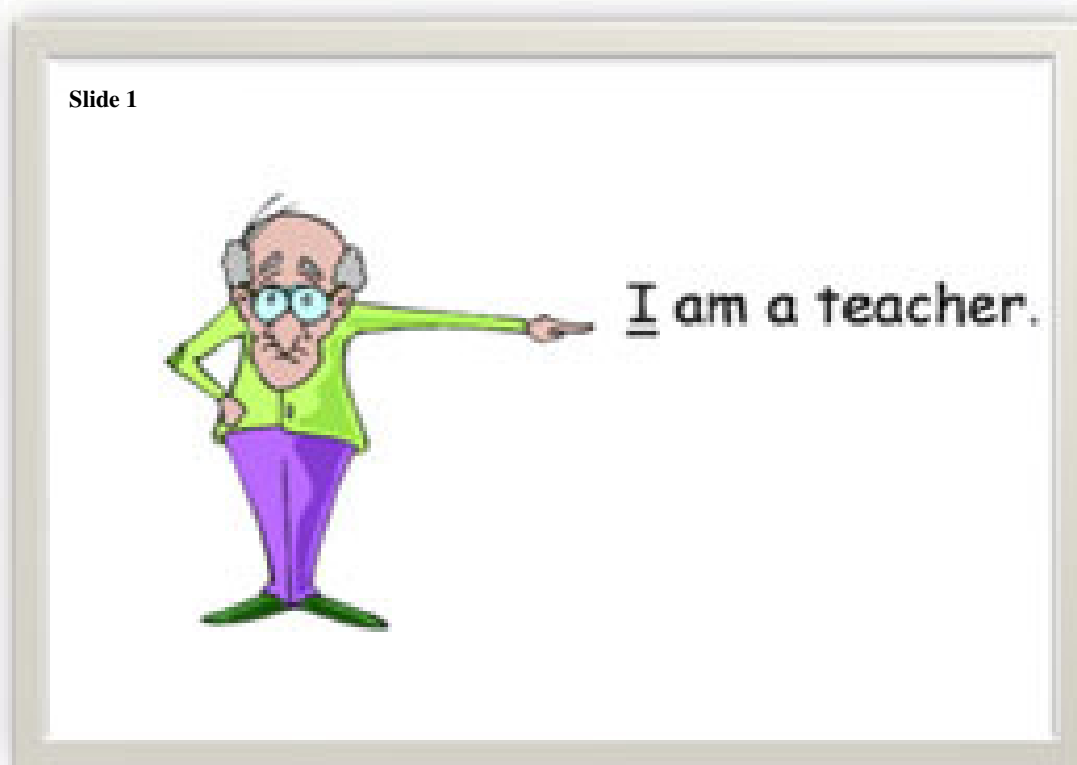
Slide 2

Sandy, Megan and Sheila are good friends.

They are in the same school.

Slide 3

Sam likes coins.

It collects the coins in a bag.

Slide 4

Tom never drinks milk.
He likes orange juice.

Slide 5

Sheila is from Australia.
But, she lives in Ankara.

59

Slide 6

Sandy and I are going to the cinema today.

We would like to see the Golden Compass.

Slide 7

So, We can use personal pronouns (He, She, I ,etc)

instead of a noun (Sandy, Tom and Sheila).

Mary has got a horse.

She is riding it now.

Activity 1, part 2: Teacher revises possessive adjectives with the slides 8-14.

Slide 8

Slide 9

Slide 10

Slide 11

Slide 12

Slide 13

Slide 14

Activity 2: Students play a memory game along with the pictures 1-7.

Slide 1

Whose bag is this ?

It's *Sam's* bag.

It's *its* bag._

This bag is *its*.

Slide 2

Whose bag is this ?

It's *my* bag.

This bag is *mine*

Slide 3

Whose bag is this ?

It's *Sandy's* bag.

It's *her* bag.

This bag is *hers*.

Slide 4

Whose bag is this ?

It's _Sheila's_ bag.

It's _her_ bag.

This bag is _hers_.

Slide 5

Whose bag is this ?

It's _Tom's_ bag.

It's _his_ bag.

This bag is his.

Slide 6

Whose bags are these ?

These are our bags.

These bags are ours.

Slide 7

Whose bags are these ?

These are *Sandy's*, *Megan's* and *Sheila's* bags.

These are their bags.

These bags are theirs.

Slide 8

Subject pronoun	Possessive adjective	Possessive pronoun
• I	• My	mine
• He	• His	his
• She	• Her	hers
• It	• Its	its
• We	• Our	ours
• You	• Your	yours
• They	• Their	theirs

Activity 3: The teacher places three cards with different colors on each corner of the classroom. Students will work in groups of three with one secretary. Each group will be named with a color. They will see a number of slides that have an underlined word. The secretaries will write down what the underlined words refer to. The group who sticks the answer on its card first, will get one point.

Slide 1

Mom gave me
some chocolate cake and I ate *it*.

Chocolate cake

Slide 2

The children are very happy
because *they* are on the playground.

The children

Slide 3

David and I watched the movie
and *we* liked *it* very much.

David and I

The movie

Slide 4

Dad hugged the boys because
he was proud of them.

DAD

Slide 5

The boys played well
and *they* won the soccer game.

The boys

Slide 6

Amy and Jenny spent all *their* money on ice-cream.

Amy's and Jenny's

Slide 7

Mark always hides *his* money.

Mark's

Slide 8

My sister likes playing
with *her* dolls

My sister's

Activity 4: Students will work in groups of three to find the missing words in the blanks. Students will write the answers on a piece of paper for each question. In the end the group who has got most true answer will be the winner.

Slide 1

Possessive Adjective or Pronoun?

1 This is ___my___ book. *my/mine*

2 This book is __mine__. *my/mine*

3 This is __your__ pen. *your/yours*

4 This pen is __yours__. *your/yours*

Possessive Adjective or Pronoun?

1. That's ____her___ bag.   her/hers

2. That bag is _hers_.   her/hers

3. Where's _his_ coat?   he/him/his

4. That isn't my coat. It's
   his.   he/him/his

Slide 3

Possessive Adjective or Pronoun?

1. We like ___our___ house.   our/ours

2. This house is _ours_.   our/ours

3. They've lost _their_ keys.   Their/theirs

4. These keys aren't ours.
   They're _theirs_.   their/theirs
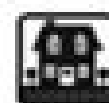
Activity 5: Students will work in pairs while listening to a song by India Arie. The teacher asks each pair to write down how many times they hear the words I/ My and You/Your. They will try to fill in the blanks and count the number of the words.

Can I walk with you by India Arie

I woke up this morning you were the first thing on my mind

I don't know where it came from all I know is I need you in my life

You make me feel like I can be a better woman

If you just say you wanna take this friendship to another place

Chorus

Can I walk with you through your life

Can I lay with you as your wife

Can I be your friend till the end

Can I walk with you through your life

You've got me wondering if you know that I am wondering about you

The feeling is so strong that I can't imagine you're not feeling it too

You've known me long enough to trust that I want what's best for you

If you wanna be happy then I am the one that you should give your heart to

Can I walk with you through your life

Can I lay with you as your wife

Can I be your friend till the end

Can I walk with you through your life

3.4 Questionnaire 2

Just as the activities in the lesson plan were applied, the second questionnaire so called the post test was given to both students and to the observers. It should be kept in mind that questionnaire for students' is different than that of observers'. There were eighteen students who took the questionnaire from the 3rd graders; conversely there were ten students from 7th graders who joined the study.

Student's post test consisted of ten statements. For each statement, students were expected to make choices such as "Agree", "Disagree" or "Neutral". The results were displayed in bar graphs along with the explanations.

For observers, a thirteen-item questionnaire had been prepared. Teachers stated their ideas by being Agree, Disagree or Neutral. The results gathered from students and observers were compared to make deductions. Finally, discoveries form pre and post tests were brought together and displayed in the frame of a conclusion in section 3.5.

3.4.1 Post Test Results for 3rd Graders
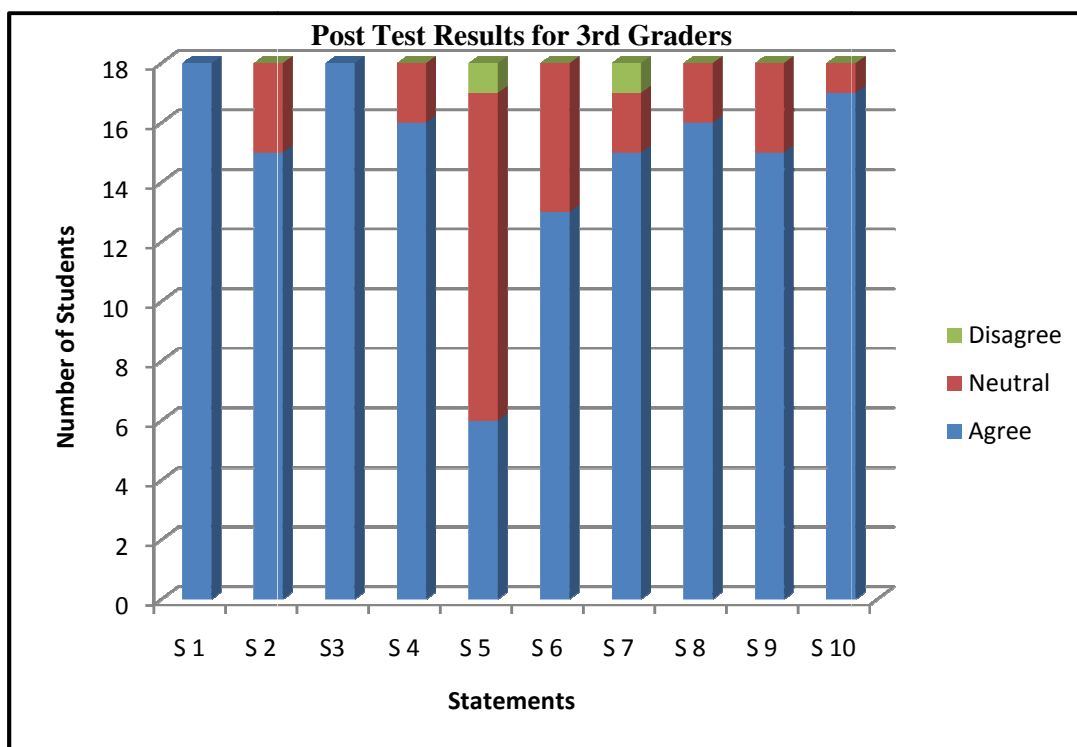
Above it can be seen the post test results of 3rd grade students which were collected just after the lesson plan and activities applied to this group. According to this, for the first statement which claims that the visual materials used in the study (DVD, pictures, power point shows, posters, etc.) were interesting, all students chose the "agree" option. So, it can be said that the materials used in the activities were attractive and appealing enough for them.

Statement 2 proclaimed that the auditory materials used in the study (cassette, CD, sound effects, etc.) were interesting. Fifteen of the students were "agree" with it; however three of them stated their ideas as "neutral". Thus it can be said that for most of the students even if there were three neutrals, the activities were satisfactory for students in terms of audio materials.

Statement 3 asserted that activity types used in the lesson plan were interesting. For this item the whole students admitted the "agree" choice. So, it

showed that the lesson plan in which the activity types took place according to the findings collected from pre-tests results, worked well with the 3rd grade students.

Statement 4 had a claim that all materials used in the study whether visual or auditory were attractive. Sixteen of the students picked "agree" out of eighteen. On the other hand two students' choices were as "neutral".

"The activities were challenging" was the fifth statement in the questionnaire. Six students' preference was as "agree" while the eleven of them selected "neutral". Lastly, one student "disagree" with the idea about being challenging. So, it can be said that students didn't seem to like activities which lead them to compete against each other. Their age might influence their choices, yet this would be clearer when these findings would be compared to that of 7th graders'.

As for the statement 6 which says "The activities had achievable goals" thirteen of the students marked it as "agree" as the rest had a neutral idea about it. Thanks to the students' answers, it might be said selected activities were achievable with regard to their age and language proficiency level.

The next statement had to do with materials which said "The materials used during the activities helped me feel self confident" Fifteen of the students had agreed with the idea whereas two of them were neutral to the point. There was only one person who expressed an opposite view. Therefore, materials chosen and used during the activities made the meaning clearer in some points for the students. This might help them create a filter which drains the tension and facilitate learning.

Statement 8 which asserted that "I learn much better when I feel confident and away from tension" was related to the previous one in point of feeling self confident. Sixteen students nominated it as "agree" while two of them were neutral to the point. Hence, they had the opportunity to say that feeling relaxed by being away from tension with the help of material use is a kind of facilitator in the classroom.

Sixteen of the students supported the idea that "different types of materials (visual, auditory, audio-visual) ease my learning process" for statement 9 by choosing "agree". However, two of them remained "neutral". Accordingly, students can be said to expect different use of materials believing that it facilitates their learning.

Lastly, seventeen students appeared with the idea "The materials make the activities more meaningful" though there was one student who became neutral for the same statement. This proved that students most of the time expected activities which are more meaningful with the use of materials.

3.4.2. Post Test Results of Observers for 3rd Graders

During the application of activities to the 3rd graders, two English teachers were at present to make their observations according to the criterion given (see appendix 4). The teachers were from the same institution with different teaching experiences. Thirteen statements were given to the teachers to choose among the choices "agree", "neutral" or "disagree". The findings were as the following.

"The materials, which were visual, auditory and audio-visual, used were interesting and challenging" was the first statement. Both teachers had the same idea by circling "agree" which means materials that were selected to be used in the sample lesson were attractive and interesting enough for students.

The next statement was "The activities used were interesting and challenging". The teachers admitted that the activities were interesting and challenging by saying "agree". According to the reactions taken from teachers and students it can be deduced that activity choice was suitable for this age group.

Statement 3 mentioned that "The activities had achievable goals". If activities presented in class hours were beyond students' achievement, perhaps they wouldn't

take part in the activities so eagerly. They might get bored, so they might quit trying to deal with things. As a result it wouldn't be so surprising to see students who are lack of motivation and enthusiasm. As for the teachers, they observed and said to agree.

Concerning the fourth statement which said "The activities were meaningful with the use of materials", there was a consensus among the teachers about the activities and their facilitator role. Both of the teachers "agreed" that activities became clear and more comprehensible via materials.

Statement 5 indicated whether "The activities were relevant and useful for the learners". The two teachers observed and told that the activities chosen were compatible with the level, age, and interests of the children.

"Materials used gave learners a sense of achievement" was the sixth statement took place in the questionnaire. The feeling of success is the main drive for children in their learning process. For observers, materials helped children reach their goals in the presented activities in the sample lesson; however it shouldn't be limited with it. The effective use of materials in class hours should be encouraged so that active participation can be obtained.

Statement 7 questioned whether materials helped learners developed self-confidence or not. While one of the observers agreed on the point, the other one remained neutral. The difference in the replies might be due to the discreet side of the material use in the sample lesson. This feature may be revealed in time with continuous observation, nonetheless if students have the sense that they have achieved their goals, the feeling can be said to help them develop self –confidence as the time goes by.

Observers had the same attitude to the statement 8 which was about materials whether they provided opportunities for success or not. As materials are able to facilitate students' learning by providing pleasurable learning experience,

contributing to develop self-confidence and making activities more meaningful, there is nothing normal for materials to provide opportunities for success just like the observers affirmed so.

Statement 9 inquired the claim "Materials used provided opportunities for personalization". Observers preferred to be "neutral" to the point as this might be a little bit an indistinct feature again or there might not be an apparent example of the situation in the lesson.

Statement 10 dealt with the idea which said "Materials used helped children build bridges between what they have already known and their new learning situations. Each of the observers accepted the idea as "agree" because students seemed to activate their previous knowledge while they were watching the movie. For instance they had already been familiar with the topic family members. When they were watching Hercules' birthday party, they could see many people gathered together. Once they were asked some questions about the people near him, students were able to make deductions and uttered the names of family members activating their earlier knowledge.

Observers picked "agree" again about statement 11 which proclaimed "Materials used catered for learners with different learning style". Different learners have different leaning styles, so chosen activities should be variable and cater for all learning styles as it cannot be assumed for learners to benefit from the same teaching approach all the time.

Statement 12 asked if "Materials helped children make discoveries for themselves" or not. One of the observers disagreed to the point on the other hand; the other one became neutral. This characteristic of materials might not have been observed or revealed so explicitly or may be the type of the activities didn't let it come out, but in the long term a material developer should help children in making discoveries for themselves in a way to make it personalized.

The last item of the questionnaire discussed the point whether "Materials helped students practice the learning items in a new and novel way". Both observers chose it as "agree". Since the activities in the sample lesson gave chance to students to practice previous subjects in another way which was something new, they seemed to be energetic and motivated. Whatever the aim is whether revising or practicing a new subject, making use of various materials will be welcomed as refreshment.

2.4.3. Post Test Results for 7th Graders
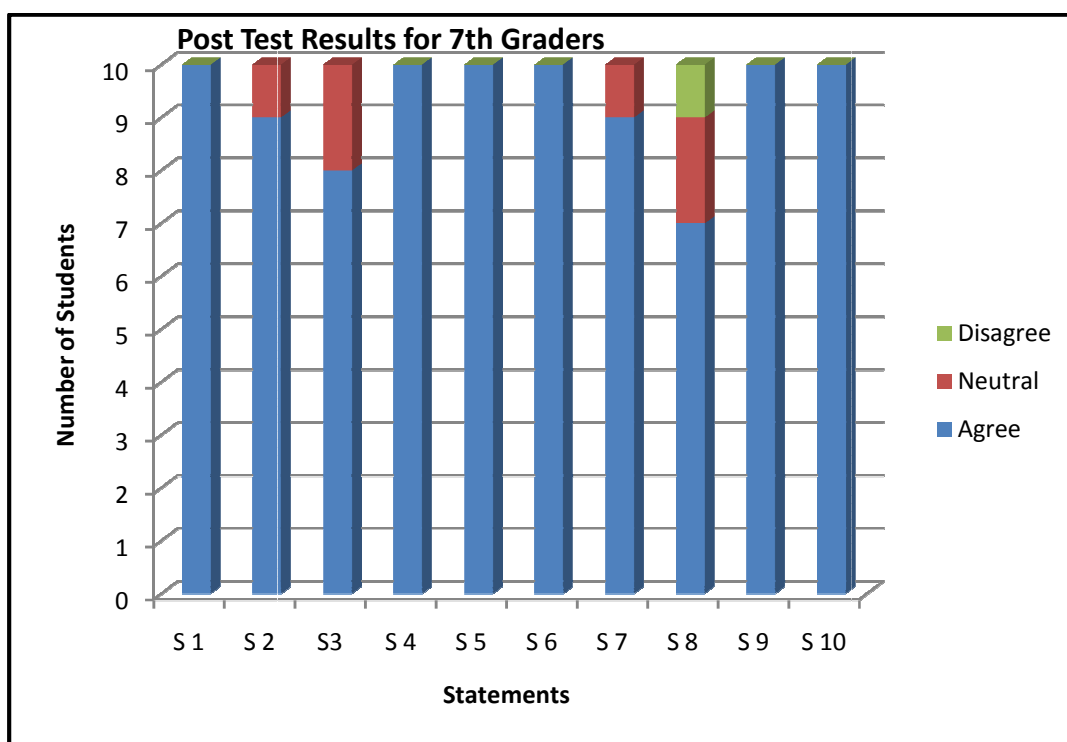
Here are the ideas told by the 7th grade students to the expressions in the questionnaire. For the first statement which was "The visual materials used in the study (DVD, pictures, power point shows, posters, etc.) were interesting", the whole ten students pointed it as "agree". That is, visuals used in the study seemed remarkable for all of the students. A course material which is defined as noteworthy can be one step ahead from the other stimulus for the students in terms of attracting attention.

Statement 2 says "The Auditory materials used in the study (cassette, CD, sound effects, etc.) were interesting". This one was agreed by nine people unlike one student who selected neutral as a choice. Thus, it can be said audio materials in the sample lesson were attractive enough for most of the students.

The next statement was about activity types which claimed that "The activity types used were interesting". While eight students entitled it "agree", the rest chose "neutral" as an answer. Since the activity selection depended on the pre-test results gathered from students, there was nothing unexpected about the final finding.

Statement 4 claimed that "The materials used were interesting" with which the whole students agreed. Choosing right material is influenced by the factors such as where to use, how to use, for whom it is used. Consequently, material choice should be satisfactory considering motivation and facilitation of the complex points.

"The activities were challenging" was the fifth statement which was approved by the whole students as "agree". The activities were prepared and presented in connection with the attitudes of the students; therefore findings supported the results which were not surprising.

Statement 6 asserted that "The activities had achievable goals". All the students thought so by adopting the answer "agree". It was something crucial to put reasonable limits on the side of students so that they wouldn't get scared, feel anxious or become unmotivated. Presenting activities which are challenging enough with achievable goals brings a fresh breeze to the classroom.

The seventh statement, "The materials used during the activities helped me feel self confident" was accepted by nine students as "agree" contrary to the one who preferred to be "neutral". Minimizing the negative effects of anxiety and creating a more relaxing atmosphere with the help of, in this case, materials cannot be that hard. The influence of the unknown on students can be anxiety or worry, yet the teacher's choice about how to use materials on this point come into prominence.

The following statement was "I learn much better when I feel confident and away from tension". There were seven students who agreed with it, in contrast there were two people who chose "neutral" and finally there was only one student whose selection was disagree. This shows that students mostly need a relaxing atmosphere to proceed, however when the rest's choice is considered, they may welcome some tension in their learning to some extent as a motive.

For statement 9 the whole students agreed that "Different types of materials (visual, auditory, audio-visual) ease their learning process". This choice of students showed their general expectation and desire from an English class. Using materials effectively in harmony and diversely will act as facilitators for them.

The last statement had a claim that "The materials make the activities more meaningful". As it was understood from the previous statements which were also related to this one, being clear about things was really important for students. Thus, materials can be said to facilitate students' learning by making meaning clear, increasing motivation, establishing a secure atmosphere, making activities interesting and so on...

3.4.4. Post Test Results of Observers for 7th Graders

The teachers who observed the lesson with 7th graders agreed that "The materials, which were visual, auditory and audio-visual, used were interesting and challenging". So, it can be said that appropriate materials had been chosen for the sample lesson.

"The activities used were interesting and challenging" was the second item in the questionnaire with which both teachers "agreed". As the activity selection depended on students' choice, the reaction resulting from students and observers was not surprising.

Statement 3 questioned whether "The activities had achievable goals" or not. Unless the activities had had achievable goals, students wouldn't have taken part in activities, they might have got bored and their attention might have easily scattered. However, it was not so that two teachers were in agreement about the activities that had achievable goals.

For the fourth statement which proclaimed that "The activities were meaningful with the use of materials", both teachers indicated "agree" as a choice. Therefore, teachers can be said to notice the role of materials in the activities as apprehensible, valuable, functional and free from obstruction.

As for the fifth statement which tried to affirm that "The activities were relevant and useful for the learners", the choice of the teachers was on the side of "agree" again. Most teachers recognize the need to make learners aware of the potential relevance and utility of the language and skills they are focusing. Researchers like Krashen (1982) had shown the positive effect of this on learning and recalling of items that are of personal significance. As result, to make teaching relevant and useful for learners, it is important to know what the target learners are interested in and what they really want to learn the language for.

Statement 6 analyzed if "Materials used gave learners a sense of achievement". Observers expressed an agreement about it. The sense of success is an incentive for human beings in every field of life, so from this point of view students most of the time study to be successful in their school life. This sense proves the beneficial side of efficient material use when accompanied with activities used at the right time, with the correct age group and with the right approach.

Next one referred to materials whether "they helped learners develop self-confidence" or not. While one observer agreed with the idea, the other one stated a neutral point of view. When it was compared with students' answers for the similar expressions, nearly all of them indicated an agreement to the point. The observers'

ideas might be because of the fact that self-confidence issue is something abstract, which is something difficult and needs time to define and categorize.

Statement 8 discussed the idea that "Materials provided opportunities for success". The two observers shared the idea parallel to the statement preferring "agree" as a choice. Activities, just like the students, aimed at success in the classroom. As a consequence of this, materials which are preferred to go along with the activities should serve well to reach the identified aim. Should be a disconnection between the activities and the material, the failure will be inevitable in the form of realizing overall aims.

Statement 9 claimed that "Materials used provided opportunities for personalization". One observer appointed it as "agree", on the contrary the other one pointed it as "neutral". This characteristic of material use and choice couldn't reveal itself. But if students had been given chance to handle the materials as they wished in the given context and time, they could have personalized it as they wished.

"Materials used helped children build bridges between what they have already known and their new learning situations" was the tenth statement in the questionnaire. Both of the observers pointed the "agree" option witnessing that students became more familiar with the topic, presented examples and started to use the new structures with the help of the presented materials in the sample lesson.

Statement 11 had to do with the learning styles. This item debated if "Materials used catered for learners with different learning style" or not. Each observer accepted the idea by saying "agree". A material developer should take into account what students expect from a material and how they perceive the world so that materials can be adopted easily according to the way they are going to be used.

The twelfth item expressed that "Materials helped children make discoveries for themselves". As long as materials are guiding children to make deductions, discoveries, they can be said to have an active role in learning new subjects or

recalling the previous ones. A useful material should offer this functionality in order to be worth using. As to the observers, they were of the same opinion on "agree".

Finally, statement 13 exercised the idea which said "Materials helped students practice the learning items in a new and novel way". Differing use of materials in the classroom can break the usual course of action which can be sometimes slow and dull; thus curiosity with the help of change took its place. Consequently, allowing new materials with functional use will be warmly welcomed by most of the students. Observers admitted the idea by preferring "agree".

3.5 Conclusion

At the beginning of the study to define what young learners and teenagers expect from an English class was tried to be defined. The expectation was from the point of view of activity preference and characteristics of materials they like. As a consequence of this, a pre-test was given to both groups the aims of which were;

- To define general attitude to English Lessons
- To detect activity preference of each group
- To specify the effects of using materials on learning process
- To determine the reasons why some activities preferred more than the others which are preferred less

It has been found out that young learners enjoyed activities like watching films and DVDs (which was the most selected one), dramatizing, pair work activities, puzzles, breaking codes, group work, storytelling, and finally craft activities more than the other ones. According to them, some activities are more preferable as they are enjoyable and comprehensible than the others which are uninteresting, boring or difficult such as coloring, listening to songs etc.

Unlike young learners, the activity selection and the preference reasons of teenagers displayed a contrast. They chose the pair work activities as the leading ones while group work, watching films and DVDs, listening to songs, board games,

writing activities, and dramatizing, code-breaking activities are following them. Being enjoyable, motivating and memorable are the main reasons of these activities to have been favored as opposed to the other ones which have been titled as childish, boring and difficult. On account of these findings a lesson plan which is followed by a post test was prepared for each group. The aims of the post test were;

- To show how influential a lesson was when it was supported by interesting materials and exemplified by preferred activity types which were in the same direction of the needs and expectations of each age group
- To make generalizations about language teaching
- To see the influence of good material choice and use
- To pay attention to the needs and expectations of different age groups.

In accordance with the test results, 3rd graders can be said to expect interesting, enjoyable activities which are of achievable goals without being so challenging. As for their material expectations, the materials to be used should facilitate their learning by making activities meaningful, achievable, enjoyable and comprehensible. It is important to use a variety of materials because activities become meaningful with effective use of materials. Thus, they can learn best when they are away from tension and anxiety.

In connection with the 7th graders results, it is discovered that just like young learners, they hope materials to be attractive and activity types to be interesting and appealing with achievable goals. In contrast to young learners, they believe that a piece of tension can trigger their learning. In relation to their material expectation they need materials of different kind as they make things more meaningful, clear, and concrete.

Finally, observers played an important role in discussing the efficiency of both the activity types and the materials chosen. They evaluated activities in terms of being challenging, interesting, relevant or useful for students and materials about

sense of achievement, personalization, linking previous and the new knowledge of the students, their preferred learning styles etc. They represented a varied dimension to the present study.

Chapter 4

Suggested Materials for Young Learners and Teenagers

4.0 Presentation

Chapter 4 is designed to introduce the some sample activities that can easily be used in the classroom. As it can be understood from the test results, the presented materials will show variety because not only the characteristics, needs, expectations and interests but also the emotional, social, psychological and cognitive development of children are completely different from teenagers and adults.

In the beginning of each activity, a short tag will be presented to inform the teachers about the time, level, language focus, materials to be used and what age group the activity is suitable for. The sample activities are shown in 4.1 for 3rd graders and 4.2 for 7th graders. Lastly, activities for young learners gathered as a result of the sessions held with English teachers of Maya College in 2007 with Aydan Ersöz, who was the ex-head of Foreign Languages Department of Gazi University. Activities for teenagers were selected from the book by Seth Lindstromberg (2004).

4.1 Activities for Young Learners

Activity 1:

Age: 6-8

Level: Elementary

Time: 10- 15 minutes

Focus: focused attention, learning new vocabulary items

Material: a colored pencil or pen
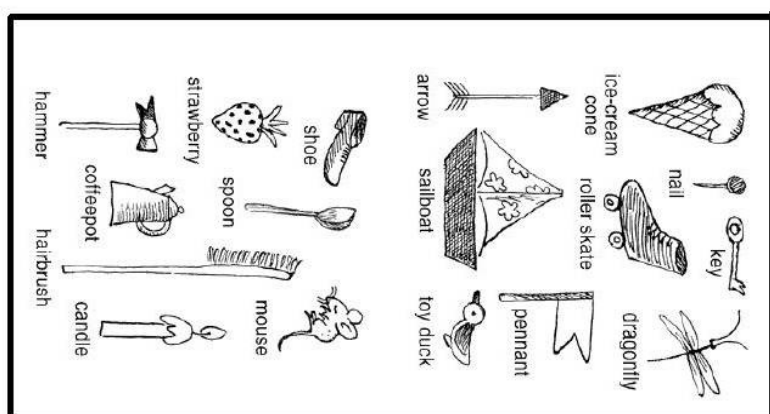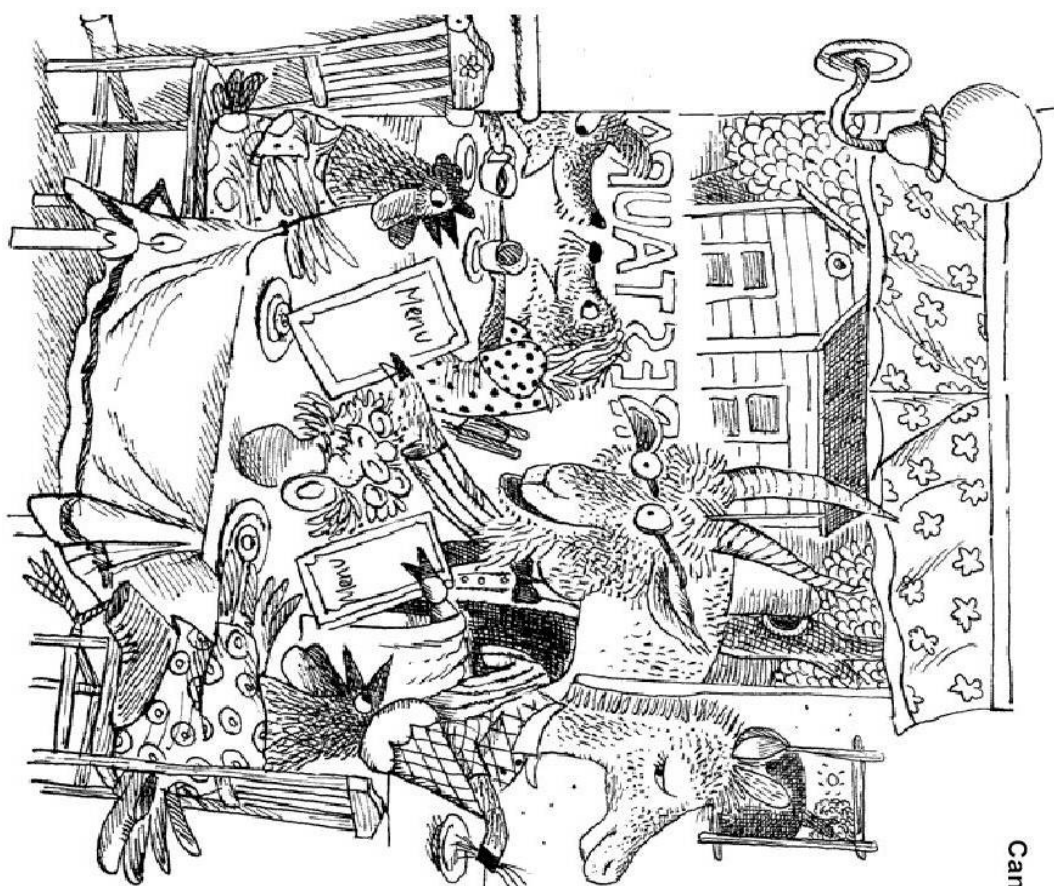
Can you find these Hidden Pictures®?

ice-cream cone, arrow, strawberry, hammer, shoe, spoon, coffeepot, hairbrush, candle, mouse, sailboat, roller skate, nail, key, dragonfly, toy duck, pennant

Activity 2:

Age: 7- 9

Level: Starter

Time: 15 minutes

Focus: Reading, discriminating colors
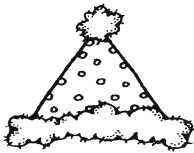
Material: Crayons

Re-write the sentences.

1. The is yellow.
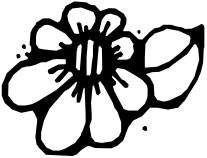
2. The is red.
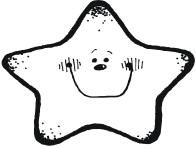
3. The is blue.
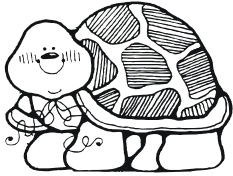
4. My is red.
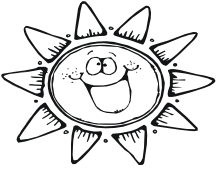
5. My is yellow.

6. The 🚤 is blue.

7. The 🌼 is yellow.

8. The ⭐ is white.

9. My 🐢 is green.

10. The ☀ is yellow.
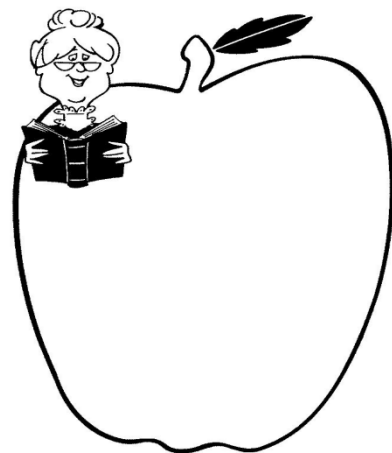
Activity 3

Age: 10-12

Level: Elementary

Time: 20-25 minutes

Focus: Numbers and mathematical calculations

Material: Pencil, eraser and the worksheet

Crossword: What Number am I ?
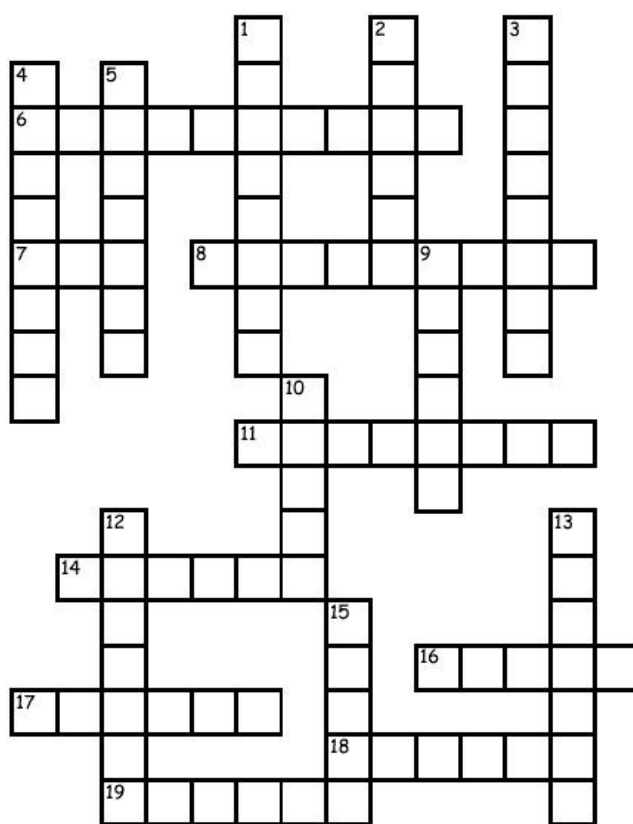
Across
6. fifty more than fifty
7. five and five
8. one less than eighteen
11. nine doubled
14. five more than seventy-five
16. twenty doubled
17. two tens equals this
18. six doubled
19. one more than eighty-nine

Down
1. one less than twenty
2. one more than ten
3. ten plus three
4. seven doubled
5. two more than sixty-eight
9. one more than twenty-nine
10. one less than sixty-one
12. five and five and five
13. one more than fifteen
15. half of one hundred

Activity 4

Age: 6-8
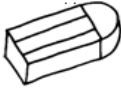
Level: Starter

Time: 15 minutes

Focus: Vocabulary of stationery, numbers, crayons

Material: pencil, crayons, eraser and the worksheet

School Stationery

Count and Write
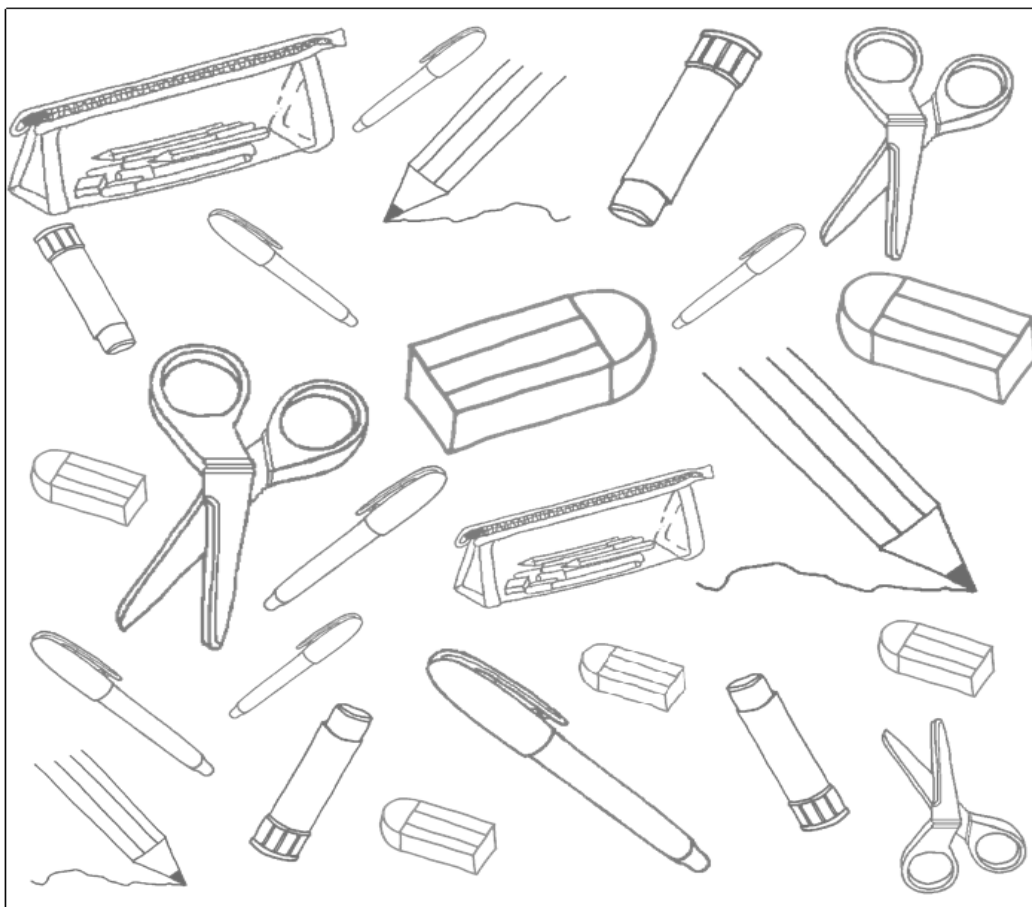
Activity 5

Age: 8- 10

Level: Elementary

Time: 15 minutes

Focus: Reading, Coloring, Clothes and Accessories vocabulary, Jobs

Material: Crayons, pencil, eraser and the worksheet

Jobs Read & Color

The **farmer** is wearing a brown hat.

The **teacher** is holding a pink book.

The **fire-fighter** is wearing black boots.

The **fisherman** is on a yellow boat.

The **bus driver** is driving an orange bus.

The **mailman** is carrying a brown bag.

The **taxi driver** is driving a yellow taxi.

The **soldier** is wearing a green hat.

The **police officer** is wearing a blue uniform.

Activity 6

Age: 8-10

Level: Elementary

Time: 20 minutes

Focus: Jobs, Habitual actions

Material: Picture cards, sentence cards

JOBS QUIZ

Can you find who does what? Match the sentences and pictures.

1. I fix water pipes.	7. I work at a school.
2. I treat your teeth.	8. I extinguish fire.
3. I breed animals.	9. I fix cars.
4. I take care of babies.	10. I sew clothes.
5. I fly airplanes.	11. I drive you where you want to go.
6. I protect law and order.	12. I cure people.

Now, for each picture write "I am a ...."

taxi driver / doctor / mechanic / police officer / pilot / farmer / fire-fighter / baby-sitter / tailor / dentist / teacher / plumber
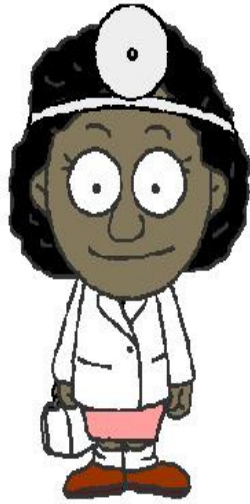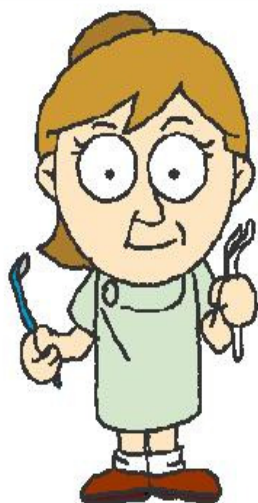
Activity 7

Age: 10-12

Level: Elementary

Time: 10 minutes

Focus: Reading, comprehension, analyzing, making predictions

Material: Pencil, eraser, the worksheet

TEACHER/STUDENT JOKES
Can you match sentences in Column A and the ones in Column B to make
Teacher/Student jokes? Be careful, there is an extra sentence in Column B.

Column A	Column B
1. TEACHER: Are you chewing gum?	a. STUDENT: Well, I'm a lot closer to the ground than you are.
2. TEACHER: Tommy, why do you always get so dirty?	b. TEACHER: I agree, but it's the lowest mark I can give you.
3. TEACHER: I hope I didn't see you looking at Don's paper.	c. TEACHER: With grades like these, he couldn't be cheating.
4. GARY: I don't think I deserve a zero on this test.	d. STUDENT: Me!
5. TEACHER: Harry, name one important thing we have today that we didn't have twenty years ago.	e. STUDENT: No, I'm Billy Anderson.
	f. STUDENT: I hope you didn't either.

A DIFFICULT QUIZ

1. How do you put a giraffe into a refrigerator?

..

2. How do you put an elephant into a refrigerator?

..

3. The Lion King is hosting an animal conference. All the animals attend except one. Which animal does not attend?

..

4. There is a river filled with crocodiles. How do you cross it?
...

ANSWERS

TEACHER/STUDENT JOKES

1. TEACHER: Are you chewing gum?
e. STUDENT: No, I'm Billy Anderson.

2. TEACHER: Tommy, why do you always get so dirty?
a. STUDENT: Well, I'm a lot closer to the ground than you are.

3. TEACHER: I hope I didn't see you looking at Don's paper.
f. STUDENT: I hope you didn't either.

4. GARY: I don't think I deserve a zero on this test.
b. TEACHER: I agree, but it's the lowest mark I can give you.

5. TEACHER: Harry, name one important thing we have today that we didn't have twenty years ago.
d. STUDENT: Me!

EXTRA: c. TEACHER: With grades like these, he couldn't be cheating.

A DIFFICULT QUIZ

1. The correct answer is: Open the refrigerator put in the giraffe and closes the door.

This question tests whether or not you are doing simple things in a complicated way.

2. Incorrect answer: Open the refrigerator put in the elephant and closes the door.

Correct Answer: Open the refrigerator remove the giraffe and put in the elephant and close the door. This question tests your foresight.

3. Correct answer: The elephant. The elephant is in the refrigerator! This tests if you are capable of comprehensive thinking.

4. Correct answer: Simply swim through it. All the crocodiles are attending the animal meeting! This question tests your reasoning ability.

Activity 8

Age: 8-10

Level: Starter

Time: 15 minutes

Focus: Reading for specific information, filling a chart,

Material: Pencil, eraser and the worksheet

Read the following and fill in the table.

I've got a lot of toys. They are very nice. I've got seventy marbles. They are blue, red, orange, green and yellow. They are in a bag. I've got two teddy bears. One is brown, one is yellow. They are big. They are on my bed. I've got seven dolls. They are small. I've got a plane. It's white. It's very big. It's in my toy box. I've got twenty-five toy cars. They're small. They're red, brown, black and blue. I've got three kites. They are big. They are under my bed.

	Number	Colour(s)	Size	Location
marbles				
teddy bears				
dolls				
plane				
cars				
kites				

Activity 9

Age: 10-12

Level: Elementary

Time: 40 minutes

Focus: Information gap, speaking, listening drawing, identifying, working in pairs

Material: Worksheets, pencils, eraser.
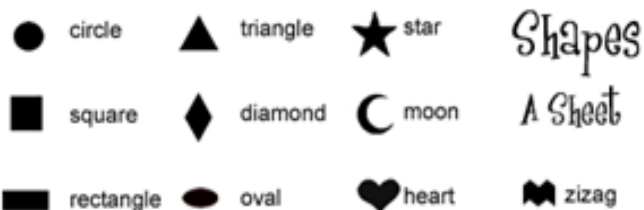
Use the language in this box to describe your pictures to your partners:

| There is a | square circle rectangle triangle | inside the circle outside the circle | at the top at the bottom to the right to the left |

Listen to your partner describe the circles for you. Draw the picture that is being described.
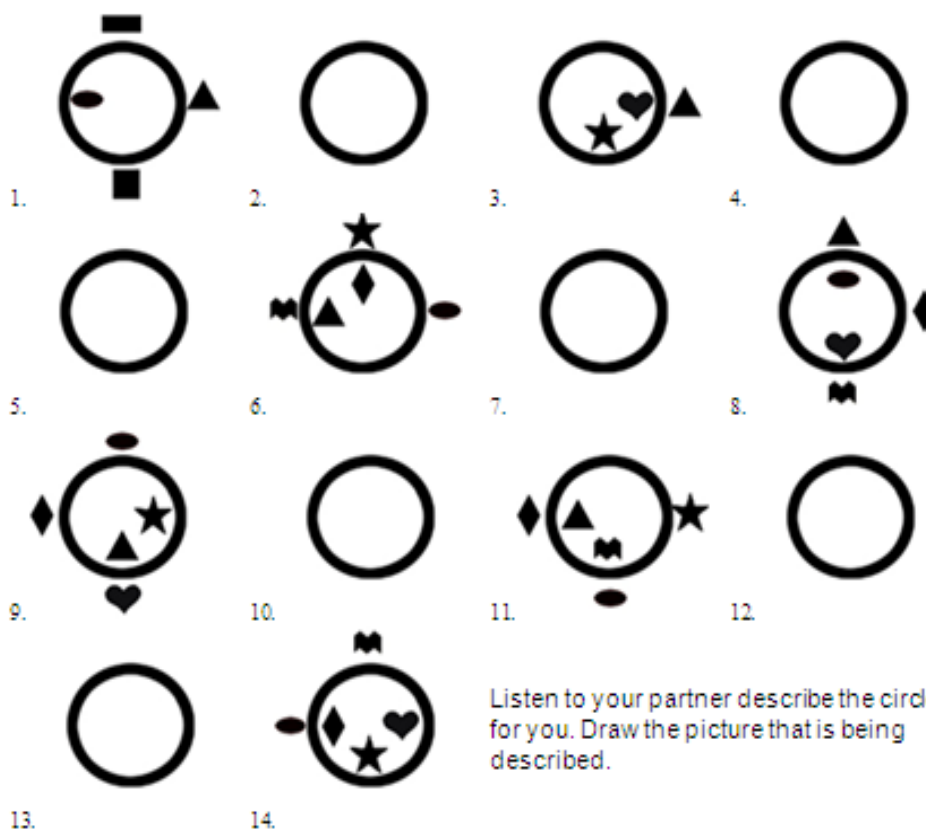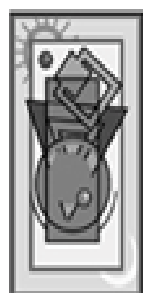
circle ●	triangle ▲	star ★	Shapes
square ■	diamond ◆	moon C	B Sheet
rectangle ▬	oval ●	heart ♥	zizag M

Use the language in this box to describe your pictures to your partners:

| There is a | square
circle
rectangle
triangle | inside the circle
outside the circle | at the top
at the bottom
to the right
to the left |

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

Listen to your partner describe the circles for you. Draw the picture that is being described.

Activity 10

Age: 10-12

Level: Elementary

Time: 30 minutes

Focus: Health and Treatment, working in pairs, making deductions, analyzing

Material: Worksheets, pencil and an eraser

HEALTH

Examine these words related to health. Circle the names of diseases.

| to have a cold | to cut a finger | to have a broken leg | to have a headache |

| to have a black eye | to burn a finger | to have a fever | to have a sore throat |

| to have a toothache | to fall over | to sprain an ankle | to hurt an arm |

a cough

an injection

a syrup

a bandage

a prescription

pills

a plaster cast

ointment

a plaster

crutches

a wheelchair

a stethoscope

an X-ray

blood

blood pressure

to have chickenpox

to have measles
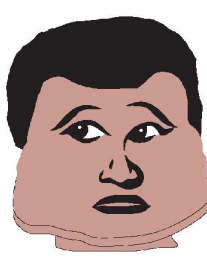
to have mumps

to have a backache

to have a stomachache

to have flu   **vitamins**   **to have an earache**   **medicine**
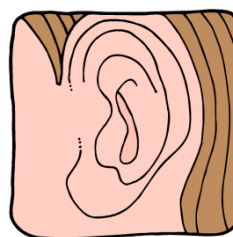
Part 2: Look at the advice cards and find the health problem.

Health Problem:

Advice:
Take some medicine (painkillers).
Rest in bed.
Avoid noise and bright lights.

Health Problem:

Advice:
Take some medicine.
Take Vitamin C.
Drink plenty of liquids.
Rest in bed.
Eat soup.

Health Problem:

Advice:
Apply an ointment.
Lie on your back on a hard surface.
Don't carry or lift heavy things.
Don't strain your back.

Health Problem:

Advice:
Run cold water on it.
Apply a cream or ointment.
Don't cover it.

Health Problem:

Advice:
Wash carefully with mild soap.
Keep dirt out of it.
Apply an antibacterial ointment.
Put a bandage around it.

Health Problem:

Advice:
Take some medicine.
Rest in bed.
Avoid spicy food.
Keep your feet and stomach warm.
Drink mint and lemon mix.

Activity 11

Age: 10-12
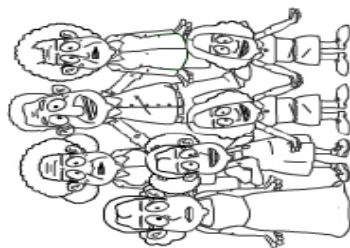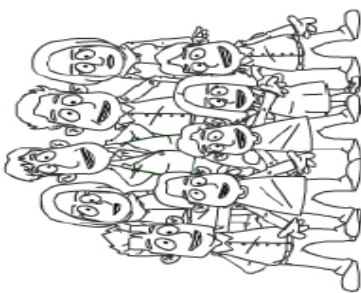
Level: Elementary

Time: 20 minutes

Focus: Reading for deduction, matching, evaluating the incoming data

Material: Worksheet, pencil and eraser

Read four descriptions of different families. Can you match the descriptions with the right pictures?

1	2	3	4
My family is quite big. I've got two brothers and one sister. My brother Euan is older then me. He's 14. My other brother Dan is younger than me. He's 8. My sister is younger than me too. She's called Stella and she's 5. We live with our mum and dad and our grandma. My grandma is 66.	I live with my mum and dad. I've got an older brother – he's called Malik - but he is at university and he doesn't live with us now. My aunt and uncle live near us and we visit them a lot. I've got three cousins. I play with my cousins after school and at the weekends. We have great fun!	I live with my mum, and we do lots of things together. Some weekends I stay with my dad and my stepmum, Lisa. Lisa has got a son – he's my stepbrother. He's younger than me. Jane and my dad have had a new baby so I've got a new baby brother. I love playing with him!	Hi, I'm Calice. I live with my mum and my twin sisters. They're only six years old but they're very noisy. I've got three grandparents. One grandmother lives in our street and she visits us all the time. My other grandparents visit us in the holidays.
A	B	C	D

Key: 1=C; 2=B; 3=D; 4=A
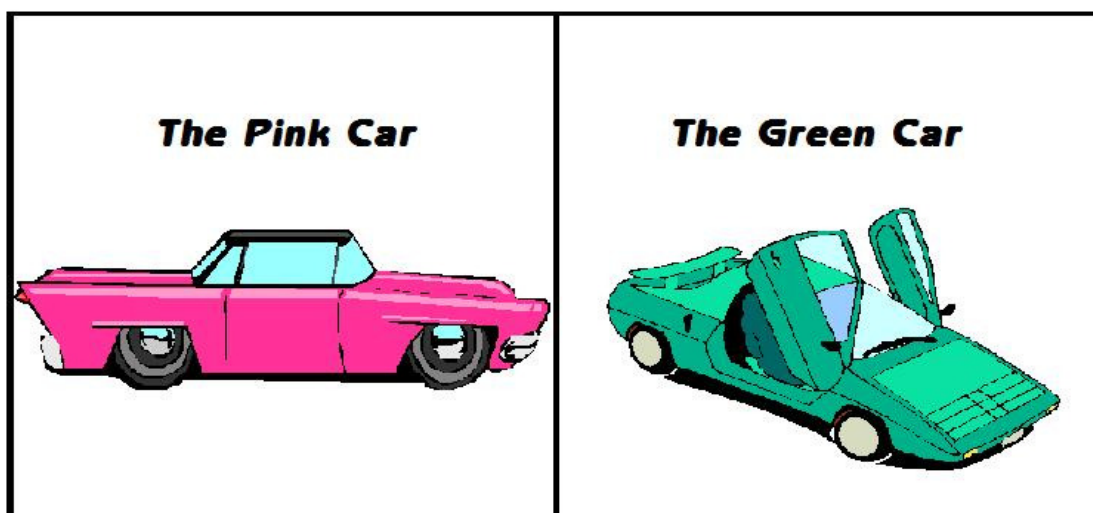
Activity 12

Age: 10-12

Level: Elementary

Time: 15 minutes

Focus: Adjectives, comparing adjectives and practicing spelling

Material: Worksheet,

Let's Compare Cars!

The Pink Car

The Green Car

Now compare the cars.

Which car is bigger? _____ .

Which car is faster? _____ .

Which car is older? _____ .

Which car is slower? _____ .

Which car is smaller? _____ .

Which car is newer? _____ .

Activity 13

Age: 8-10

Level: Starter

Time: 10 minutes

Focus: Identification of the pictures, spelling, matching
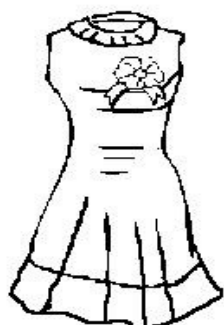
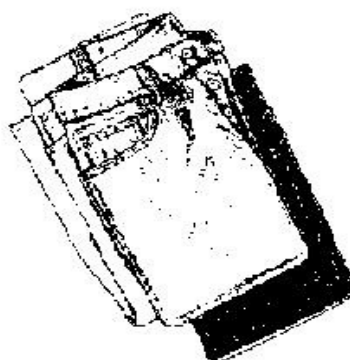Material: Worksheet, pencil and an eraser.

Find the correct spelling.
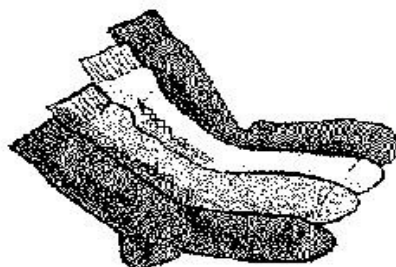
Skirt
Skert
Skort

Sneekers
Sneakers
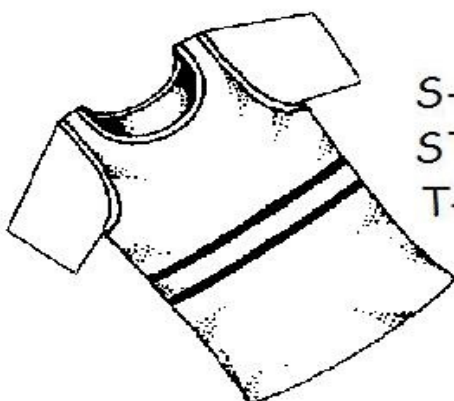Snakers

Dres
Drees
Dress

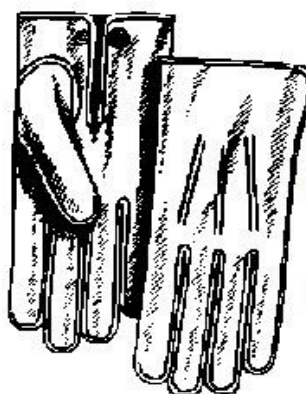Trousers
Truosers
Troosers

Hit
Hot
Hat

Sacks
Socks
Scoks

S-Thirt
ST-hirt
T-shirt

Gloves
Glouves
Gluves

4.2 Activities for Teenagers

Activity 1: Surprise Questions
Age: 11 and up
Level: Elementary- Advanced
Time: 5-10 minutes
Focus: Dramatic intonation and rhythm, the grammar of two kinds of Wh- questions
Function: Warm-up, lead-in to activities involving the use of the relevant types of Wh-question

Procedure

1. On the board sketch two people, A and B, facing each other. A says '*I saw Jill up in a tree*'. B says 'Y*ou saw **who** up in a tree*?!

2. Say that B is very surprised by A's sentence. Invite the class to guess why. Accept any suitable guesses. Accept any suitable guesses- e.g. *Jill is 90 years old, Jill is a baby, Jill is a dog*. If no one offers a suitable reason, give one yourself.

3. Say that people ask questions like B's especially when they have heard something but find it hard to believe and want confirmation and/or more information.

4. Model the pronunciation of the sentence, showing exaggerated disbelief.

5. Lead the repetition practice. Encourage students to exaggerate the stress and pitch pattern.

6. Ask how- if B wasn't surprised – this surprise question would be changed into a normal question. The answer is '*Who did you see?'* Point out that the question word has been moved to the front of the question, which is where question words are in normal Wh- questions.

7. Introduce a new dialog of the following form:

A: Ann ate a hamburger.

B: Who ate a hamburger?

Ask why B might be surprised- e.g. Ann is a vegetarian. Ask too how this second surprise question turn into a normal WH- question. Elicit the rule about when we do or do not use do/did/does in Wh- questions.

Example Dialogs:

A: Jack threw his TV out of his window.

B: Jack did **what?!**

A: Dracula has stopped drinking blood.

B: Who has stopped drinking blood?

A: Margaret drinks 20 cups of coffee a day.

B: Margaret drinks **how many** cups a day?!

A: I failed my test because the moon was full.

B: You failed our test **why?!**

A: May went on holiday with Ann.

B: Who went on holiday with **who**?!

Activity 2   : **Describe and draw …the opposite**
Age   : 12 and up
Level   : Elementary-Advanced
Time   : 15 minutes
Focus   : General oral fluency, communicative accuracy in giving and comprehending oral instructions
Material   : At least half a class set of suitable pictures

This is an information gap activity with an unusual twist. It is fun to do after doing more conventional exercises like 'picture dictation'.

Procedure

1. Students pair up and decide who is Student A and who is B.

2. Explain that:

   a. Each A will get a picture to describe to B. But Student B should draw something *opposite* to what A says. For example, if A says *There is a man* B should draw a child, a woman, a dog, a ghost- anything that B thinks is the opposite of a man. If A says there is a tree in the foreground, B may draw a telephone pole in the background.

   b. They will then compare pictures.

   c. B will then try to tell A what A's actual instructions were.

3. As and Bs swap roes. Given B picture and collect A's picture and give it to a B in another pair (unless you have enough pictures to give each student one of their own).

4. Organize a mini-exhibition of what your students have drawn.

Follow on

With the whole class, lead a discussion around the issue of what their streets (or whatever) have in common.

Activity 3 : **Graffiti**
Age : 14-16
Level : Intermediate-Advanced
Time : 30 minutes
Focus : Expressing options, writing short statements of opinion, discussing
Material : Large sheets of paper, broad-tip felt pens

In this activity students write short, graffiti-like texts on posters and discuss them in groups. It works particularly well if you know your students' mother tongue(s).

Preparation

1. Get several large sheets of paper: flip-chart size is best, but two or three sheets of A3 stuck together will work too. For a class of 40, eight large sheets may be sufficient.

2. At the top of each of the sheets write one of the following words: Television, Computers, Cigarettes, Mobile phones, Money, Cars, Football, and Love. If you want to be more controversial with an older group you know can handle the topics well, you might substitute in ones such as: Religion, Drugs, Alcohol, Politics. Optionally, include topics of local and\or current interest.

3. Put the sheets up around the walls of the classroom, at writing height, or lie them flat on separate desks.

Procedure

1. Introduce the topic of graffiti by asking your students what the purpose of graffiti is (e.g. to protest about something you do not like), where you see it (walls, usually) and if they can tell you some examples they have seen recently that have to do with more or less political protest.(This will probably be in the mother tongue.)

2. Ask them to look at the topics on the large sheets and then to go and stand next to the topic they are most interested in.

3. Ask those standing near each poster to tell each other what it is about that topic (TV or whatever) that they really like. Explain that they should give fairly full reasons such as; I really enjoy watching TV because you can learn so much about people in other countries.

4. Ask the students in the 'poster groups' to talk about what other people do not like about their topic, e.g. Some people think TV is a waste of time because most of the programs are soaps and quizzes.

5. Ask them to turn these negative comments into graffiti and write them on their sheet, e.g. TV soaps are a waste of time. TV quizzes are useless.

6. Ask the students to go to the sheets for topics which they are not interested in, or do not like. They should read the graffiti that have been written, and write new graffiti of their own, different from the ones already there.

7. Students each return to their original topic sheet and read and discuss what is there with others who have chosen the same sheet.

8. Deal with any language errors on the posters.

Activity 4   : **General knowledge quizzes**
Age   : 7 and up
Level   : Elementary-Advanced
Time   : 10-20 minutes
Focus   : Close listening, general knowledge
Material   : A set of general knowledge questions
Preparation

Find or make a set of general knowledge questions. The Internet is good source. Perhaps ask your students' other teachers (e.g. their geography teacher) to supply you with a few items that everyone should know the answer to by now.

Procedure

1. Say that everyone is going to participate in a general knowledge quiz- almost like on television- and divide the class into teams of five or six student each.

2. Give each team a name (or number) or ask each team to suggest their own name.

3. Explain how the quiz will work:

   - You will pose questions to each group in turn.
   - If Team 1 (€for example) answers their question, they get three points.
   - If they cannot answer it, you ask the next team in the rote (which stays the same) until a team answers it. That team gets one point.
   - You will then ask Team 2 the next question, even if that team just got one point by answering a question that Team 1 failed to answer.
   - The winning team is the one which is the first to accumulate (for example) 15 points.

4. Begin the quiz.

Activity 5   : **Picture dictation – a basic version**
Age   : 11 and up
Level   : Lower Elementary-Advanced
Time   : 5 - 30 minutes
Focus   : Listening, language for describing scenes, speaking, reading and writing
Material   : Blank sheets of paper, pictures or photographs of simple scenes (for the speaking and writing work), a written description of a scene (for the reading work)
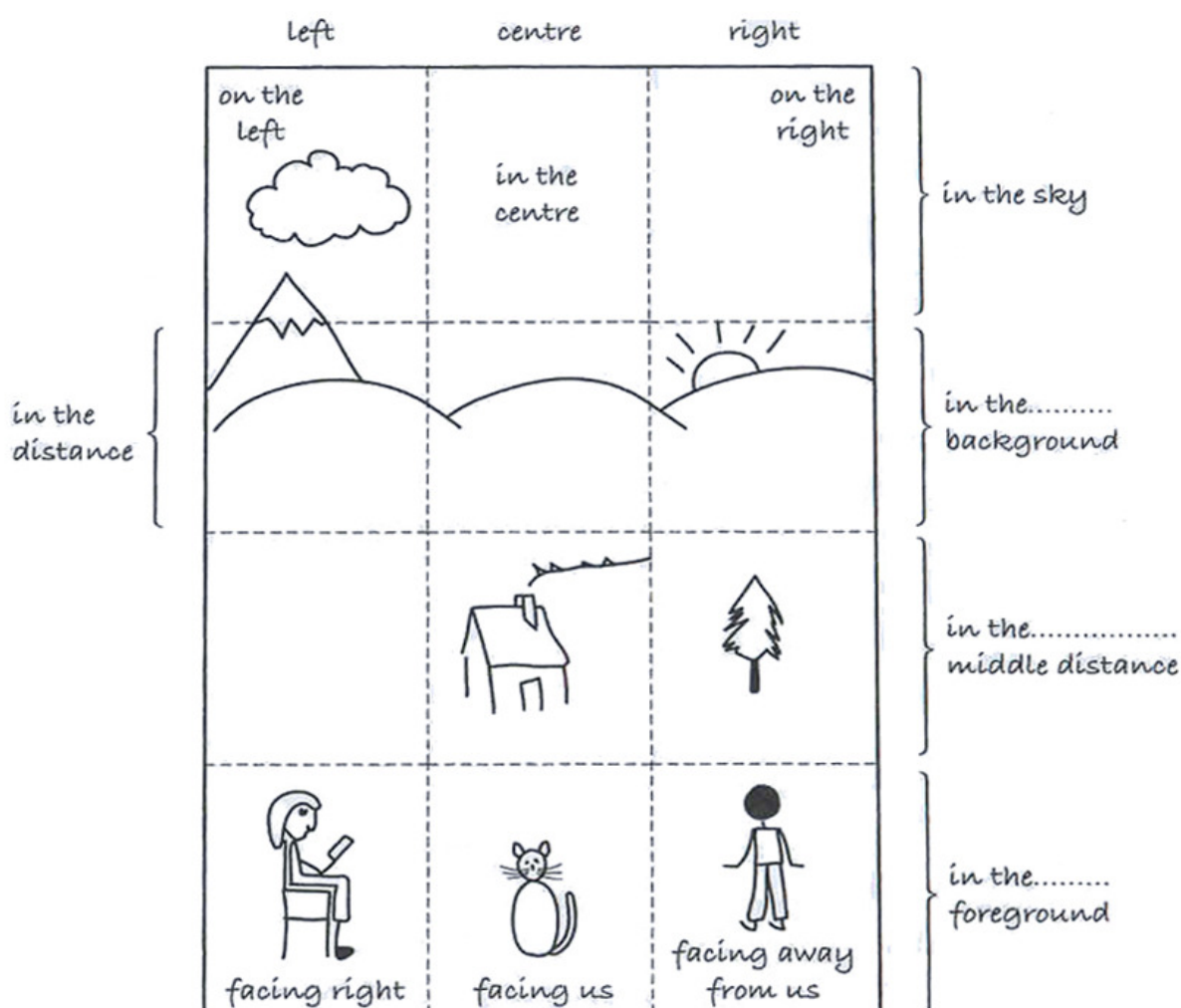
Preparation

Depending on the level of your learners, decide on the complexity of language you will use in describing a scene. The figure on the opposite page shows a few of the key categories.

Procedure (Pre-Intermediate-Advanced)

1. On the board sketch a simple scene such as hat shown below and divide it as shown by the dotted lines.

2. Point to different people and things and elicit or teach how to say where they are and how to say whether people are standing or not and where they are facing.

3. Write a few key example sentences on the board (e.g. There's a woman in the left foreground. She's sitting, facing right, and reading a book.)

4. Ask everyone to copy the drawing and the example sentences.

5. Tell the class everyone needs a sheet of paper and that you are going to describe a scene which they must each draw. Add that they can look at the notes they have just made and encourage them to say things like what was that again? If they have not understood you.

6. Describe the scene. Circulate and repeat or adjust (parts of) your description as necessary to help everyone follow along.

7. Students look at each other's drawings.

Key language

- Spatial prepositions (to express the location of things with respect to each other): behind the house, in the sky
- Location both left to right and from near to far: near us, in the (right) foreground, farther away, in the centre middle distance, in the distance in the (left) background, in the (far) distance, on the left/right, in the centre
- Orientation: Facing us, facing away from us, facing left/right
- Position: Of people: standing, sitting, lying (face down/face up/on her side), kneeling Of things: upside down, upright/right-side-up, lying on its side, lying on its back

Activity 6   : **Who said what, when and why- using film excerpts**
Age   : 13 and up
Level   : Pre-intermediate-Advanced
Time   : 10-20 minutes depending on the expert
Focus   : Listening for specific utterances, gist listening
Material   : An expert from a film or TV program on video cassette or DVD and the equipment needed to show it, a film script excerpt (e.g. off the Internet), a class set of handouts

Preparation

1. Find an interesting 20-180-second-long bit of film which involves only a few characters of whom each, ideally, has about the same number of lines.

2. Transcribe the dialogue or find it on the Internet and download it. You are now ready to make a numbered list of short sentences or even just expletives (e.g. Oh, hell!) that the various characters say. Ten to twenty items I generally about right. The beginning and end of such a list will look as follows:

    > 1 Not now! Not ever!
    > 2 I will if you will
    > …
    > 15 Oh, no

3. Make sure the items on your list are in the order they are spoken. The learners' basic task will be to listen and later say who said which line.

Procedure

1. Quickly introduce the characters in the excerpt by showing a bit of it (sound off) and saying who is who, or elicit this information from anyone who has already seen the film. Add or elicit any other brief introductory comment you think might be helpful, e.g. what the setting is or why the characters have come together at this point in the story.

2. Hand out copies of the list of key utterances and give students time to read though them.

3. For each item on the list, ask if anyone can guess which character says it and why.

4. Tell the class you are going to (a) play the excerpt and (b) ask them afterwards who said what.

5. Play the excerpt straight through. Then check in the way you said you would except, additionally, ask such questions as, And what was she doing when she said that?, Why did he say that, do you think?

Activity 7   : **Interactive song dictation**
Age   : 11 and up
Level   : Elementary -Advanced
Time   : 20 -25 minutes, generally
Focus   : Intensive listening, writing, making request (e.g. could you replay the last bit?)
Material   : One short song (the lyrics of which you know), audio cassette/CD and player

Procedure

1. Write something like the following on the board:

    - Could you play back the last bit?

    - What does ………… mean?

    - How do you spell …………?

    - What's the word after/before ……….?

    - I'm totally stumped. What was the last line?

    - OK.

2. Explain to your students that:

    - You are going to play a song and pause the recording after each line

    - Each time you pause the recording, they should write what they have just heard

    - You expect them to use the expressions on the board

    - They nay work singly, in pairs or in threes

3. Start playing the song.

Activity 8   : **Mind-map the text**
Age   : 12 and up
Level   : Pre-intermediate -Advanced
Time   : 30 minutes
Focus   : The study skill of organized note-taking
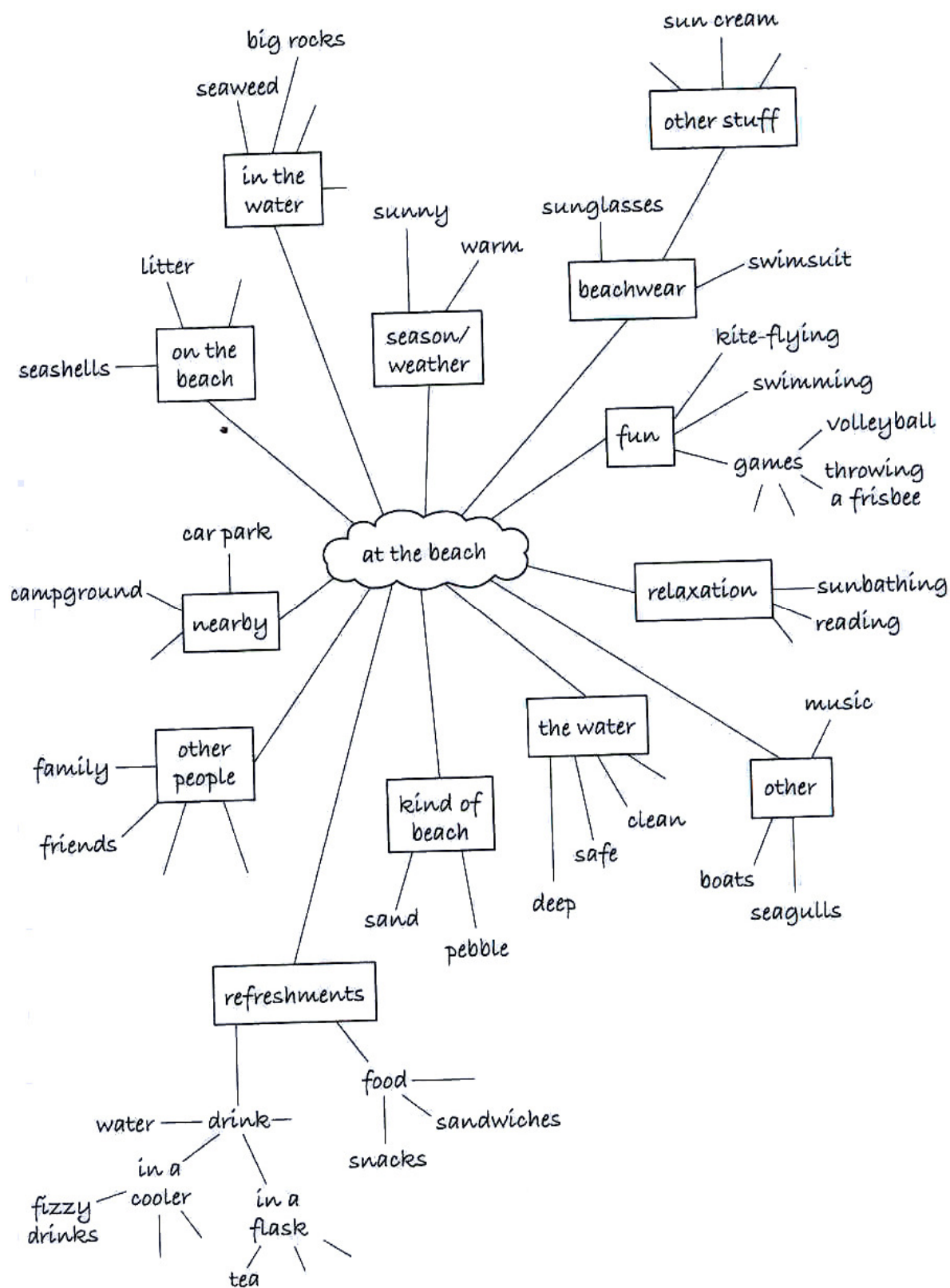**Material**   : A text that covers various aspects of single topic
Preparation

Make a class set of a reading text, or use one from your course book

Procedure

1. Tell your class the topic of the text.

2. (Re) introduce the method of mind-mapping by eliciting information relating to the topic and incorporating it into a mind-map on the board (see the example opposite).

3. Divide the class into pairs and ask them to copy and extend the mind-map.

4. Combine pairs into fours. They compare their mind-maps.

5. Bring the class together to pool ideas. As ideas come, add them to the mind-map on the board.

6. Ask the pairs to pairs to get back together.

7. Hand out copies of the text. Each pair should read the text and add what they learn from it to their mind-map.

8. Bring the class together and discuss their additions.

Example mind-map for the topic `a beach`

sun cream

big rocks

seaweed

other stuff

in the
water

sunny

warm

sunglasses

swimsuit

litter

beachwear

on the
beach

season/
weather

kite-flying

seashells

swimming

fun

volleyball

games

throwing
a frisbee

car park

at the beach

campground

relaxation

sunbathing

nearby

reading

music

other
people

the water

other

family

kind of
beach

clean

friends

safe

boats

deep

seagulls

sand

pebble

refreshments

food

water — drink —

sandwiches

in a
cooler

in a

snacks

fizzy
drinks

flask

tea

Chapter 5
Conclusion

Due to the ascending trends in teaching English to younger children recently, private schools have started teaching a foreign language, mostly English, from kindergarten and state schools have decreased the starting age of learning a foreign language as a result of the studies in the language teaching policy and curriculum design done by the Ministry of Education. In the last 40-50 years when varied approaches and fast developments have been presented and experienced in the field of foreign language teaching, the attitude of younger children as opposed to teenagers to language teaching and the difference in their needs and interests have been proved by the studies done in the field. Thus, it is inevitable for teachers to prepare different activities requiring differing material choice and use for each age group. This study aims to introduce young learners and teenagers and proposes alternative activity types that can be used according to their expectations of materials.

Most experts believe that when a child is introduced to a second language at an early age, their chances of becoming more proficient in the target language will be higher. On the other hand, it is not necessarily true to say ***"the earlier the better"***. It is suggested that the most efficient time to learn another language is between 6 and 13. However, children who learn in pre-to-early teens often catch up very quickly with children who learn from an earlier age. Also this does not mean that languages cannot be learnt later in life. The experience and environment at school and how language is taught and practiced play a vital role in language learning, regardless of how young or old the child is.

There is one thing open that the way that young learners learn a foreign language differs concerning teenagers. It is stated that while children acquire the language, teenagers learn it. Although the term young learners refers to specific age group, as Ersöz, Scott and Ytreberg expressed there are big differences between what a 6 year-old can do and what an 11 year-old can do. As Piaget and the former researchers reflected different age groups have different characteristics. When children learn a second language, they develop skills that will help to create opportunities in their future. They acquire the lifelong ability to communicate with others under diverse circumstances. Indeed, regardless of the level of proficiency, learning a second language and learning about different cultures generally broadens a child's outlook on life. It also opens up alternative educational and career opportunities as they get older.

The age group defines the way the teacher approaches to the learners. In order to increase the motivation and facilitate learning in the classroom, teacher should come up with creative ideas, interesting activities and varied material use. This is something important in terms of appealing learners according to their learning styles like visual, auditory etc. and area of intelligence such as verbal/linguistic or musical/rhythmic etc. Only when are the needs and expectations of learners catered, there will be a necessity for language learning. As this research aims to serve as a guide to teachers, a range of sample activities for both groups have been included in addition to the literature. The activity types defined regarding the first questionnaire results which question learners' interests. In the light of the findings young learners seem to prefer watching films and DVDs most as it was exemplified in the sample lesson with the use of video watching techniques presented by Ersöz. It is followed by other activities like dramatizing, pair work and puzzles etc. However, teenagers are observed to choose pair work activities most. Group work and listening to songs are the other activities in turn.

According to a study made in Texas University, human beings remember %10 percent of they read, %20 percent of they heard, %30 percent of they saw, %50 percent of they saw and heard, %70 percent of they said, and %90 percent of they did and said. In teaching and learning process audio and visual aids have an influence on permanent learning. In a world like this in which people expose to visual and auditory stimuli a lot, a teacher can select many materials to be used in the classroom. But, the point is to be clear about how to choose materials and to connect it to real life to make learning memorable and powerful. Good materials should simplify the course by providing economy in time and speech, make the course vivid and clear, increase students' interest and motivation, and create desire for learning. Besides, they should make abstract concepts concrete, help to express complex explanation easily and enrich the course by providing the chance for practicing subjects. In the present research both group respond similarly to the materials presented as they respond to the post test given. They expect visual and audio materials to be interesting and motivating, to facilitate their learning by making the complex easy to understand and meaningful for themselves. As materials make the abstract concrete, they expressed they feel more comfortable when everything is clear and comprehensible. Young learners and teenagers differ only in the role of tension in their learning. Despite a bit annoying, teenagers believe that a little tension can act as a motive while young learners disagree with it.

To sum up, a good teacher should understand his/her students in that being emphatic (seeing things from the point of view of his/her students), authentic (being herself/himself all the time) and respectful (understanding his/her students' ideas). Knowing general characteristics of learners from different age groups, taking their needs and expectations into consideration, hence choosing appropriate activities and materials are the main concern of this study. The results can be generalized for all young learners and teenagers as they have the same characteristics even though the study has been carried out in one school.

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Appendices

Appendix 1

The complete version of the Questionnaire 1 in English

Dear Student,

The results of this questionnaire are going to be used for a master's thesis. Please read the questions carefully and choose the best answer for you. Thanks for your assistance in advance.

Hasibe Kale

English Teacher

I. Read the statements below and circle the situation that best suits you.

1. I learn a lot of things in the English lessons.

a) Always   b) Mostly   c) Sometimes   d) Rarely   e) Never

2. I find that my English book is entertaining and educational.

a) Always   b) Mostly   c) Sometimes   d) Rarely   e) Never

3. The materials (pictures, posters, DVD, cassettes, puppets, puzzles, songs, games, etc.) that are used in the English lessons capture my attention and make it easier to understand the lesson.

a) Always   b) Mostly   c) Sometimes   d) Rarely   e) Never

II. Which of the activity types would you like to come across during the English lessons? Choose at most **5** activities and put them in order with **1** being the most important and **5** the least. Write the numbers in the boxes.

- Group work ☐
- Pair work ☐
- Story telling ☐
- Drama activities ☐
- Watching a movie/DVD ☐
- Listening to songs ☐
- Drawing or painting ☐
- Card or table games ☐
- Decoding activities ☐
- Reading (story books, ☐

  caricatures, reading texts etc.)

- Writing (letters, paragraphs, etc.) ☐
- Speaking (dialogues, discussions, reconstruction, etc.) ☐
- Listening activities ☐
- Cut and Glue activities ☐
- Riddles ☐
- Puzzles ☐
- Matching activities ☐
- Finding the hidden object in a picture ☐

III.

From the activities above my favorites are …………………………….because
……………………………………………………………………………………
……………………………………………………………………………………

From the activities above, I don't like taking part in ……………………….because
…………………………………………………………………………………….

Appendix 2

The complete version of the Questionnaire 1 in Turkish

Sevgili Öğrenci,

Bu anketteki sorulara vereceğin yanıtlar bir master tezinde kullanılacaktır. Bu nedenle aşağıdaki soruları dikkatli okuyup, uygun olan cevabı seçiniz. Katılımın için şimdiden teşekkürler.

Hasibe Kale

English Teacher

I. Aşağıdaki cümleleri okuyup size en uygun olan durumu işaretleyiniz.

1. İngilizce derslerinden çok şey öğrenirim.

a) Her zaman   b)Genellikle   c) Bazen   d) Nadiren   e) Hiçbir zaman

2. İngilizce kitabımı eğlenceli ve öğretici bulurum.

a) Her zaman   b)Genellikle   c) Bazen   d) Nadiren   e) Hiçbir zaman

3. İngilizce derlerinde kullanılan materyaller (resimler, posterler, DVD, kasetler, kuklalar, bulmacalar, şarkılar, oyunlar ..vb) ilgimi çeker ve dersi anlamamı kolaylaştırır.

a) Her zaman   b)Genellikle   c) Bazen   d) Nadiren   e) Hiçbir zaman

II. Aşağıdaki aktivite türlerinden en çok hangilerinin İngilizce derslerinde yer verilmesini istersiniz? En fazla **5** aktivite seçip, en önemlisi **1'**den başlayacak şekilde 5'e kadar sıralayınız. Puanlamanızı verilen kutuların içerisine yapınız.

- Grup Çalışmaları ☐

- İkili Çalışmalar ☐
paragraf vb.

- Hikaye anlatımları ☐

- Drama Çalışmaları ☐

- Film/ DVD izlemek ☐

- Şarkı dinlemek ☐

- Boyama ve Resim Çizme aktiviteleri ☐

- Kart ya da masa oyunları ☐
(matching) aktiviteleri

- Kod kırma aktiviteleri ☐
bulma

-Okuma(öykü kitapları, ☐
karikatür, kitaptaki
parçalar…vb)

- Yazma (mektup, ☐

- Konuşma (diyalog , ☐
canlandırma

- Dinleme aktiviteleri ☐

- Kesme yapıştırma ☐

- Bilmeceler ☐

- Bulmacalar ☐

- Karşılaştırma ☐

- Saklı nesneleri resimde ☐

III.

Yukarıdaki aktivitelerden en çok …………………………………………seviyorum

çünkü ....

Yukarıdaki aktivitelerden ………………………………………… yapmaktan

hoşlanmıyorum çünkü ....

....

Appendix 3

The complete version of the Questionnaire 2 for students in English

Dear Student,

The results of this questionnaire are going to be used for a master's thesis. Please read the questions carefully and answer honestly. Thanks for your assistance in advance.

Hasibe Kale

English Teacher

1. The visual materials used in the study (DVD, pictures, power point shows, posters, etc.) were interesting.

    a) Agree   b) Neutral   c) Disagree

2. The Auditory materials used in the study (cassette, CD, sound effects, etc.) were interesting.

    a) Agree   b) Neutral   c) Disagree

3. The activity types used were interesting.

    a) Agree   b) Neutral   c) Disagree

4. The materials used were interesting.

    a) Agree   b) Neutral   c) Disagree

5. The activities were challenging.

    a) Agree   b) Neutral   c) Disagree

6. The activities had achievable goals.

    a) Agree   b) Neutral   c) Disagree

7. The materials used during the activities helped me feel self confident.

    a) Agree   b) Neutral   c) Disagree

8. I learn much better when I feel confident and away from tension.

    a) Agree   b) Neutral   c) Disagree

9. Different types of materials (visual, auditory, audio-visual) ease my learning process.

    a) Agree   b) Neutral   c) Disagree

10. The materials make the activities more meaningful.

    a) Agree   b) Neutral   c) Disagree

Appendix 4

The complete version of the Questionnaire 2 for students in Turkish

Sevgili Öğrenci,

Bu anketteki sorulara vereceğin yanıtlar bir master tezinde kullanılacaktır. Bu nedenle aşağıdaki soruları dikkatli okuyup, uygun olan cevabı seçiniz. Katılımın için şimdiden teşekkürler.

Hasibe Kale

English Teacher

1. Çalışmada kullanılan görsel materyaller (DVD, resim, slayt, poster, vb.) dikkat çekiciydi.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

2. Çalışmada kullanılan işitsel materyaller (teyp, CD, ses efekti, vb.) dikkate çekiciydi.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

3. Çalışmada kullanılan aktivite türleri ilgi çekiciydi.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

4. Çalışmada kullanılan materyaller ilgi çekiciydi.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

5. Kullanılan aktiviteler beni yarışmaya itti.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

6. Aktivitelerin ulaşılabilir hedefleri vardı.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

7. Aktivitelerde kullanılan materyaller kendimi rahat ve güvende hissettirdi.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

8. Kendimi güvende ve gerilimden uzak hissetiğimde daha kolay öğrenirim.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

9. Farklı tarzdaki materyaller (görsel, işitsel, görsel-işitsel) öğrenmemi kolaylaştırır.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

10. Aktiviteler, kullanılan materyaller sayesinde bir anlam kazanır.

    a) katılıyorum   b) tarafsızım   c) katılmıyorum

Appendix 5

The complete version of the Questionnaire 2 for observers in English

Dear Observer,

Below you can see some statements that you are supposed to respond according to the observations you will make during the class hour. Please read each statement carefully and circle the correct answer that seems meaningful to you.

Hasibe Kale

English Teacher

1. The materials, which were visual, auditory and audio-visual, used were interesting and challenging.

   a) Agree   b) Neutral   c) Disagree

2. The activities used were interesting and challenging.

   a) Agree   b) Neutral   c) Disagree

3. The activities had achievable goals.

   a) Agree   b) Neutral   c) Disagree

4. The activities were meaningful with the use of materials.

   a) Agree   b) Neutral   c) Disagree

5. The activities were relevant and useful for the learners.

   a) Agree   b) Neutral   c) Disagree

6. Materials used gave learners a sense of achievement.

   a) Agree   b) Neutral   c) Disagree

7. Materials used helped learners develop self-confidence.

   a) Agree   b) Neutral   c) Disagree

8. Materials provided opportunities for success.

   a) Agree   b) Neutral   c) Disagree

9. Materials used provided opportunities for personalization.

   a) Agree   b) Neutral   c) Disagree

10. Materials used helped children build bridges between what they have already known and their new learning situations.

   a) Agree   b) Neutral   c) Disagree

11. Materials used catered for learners with different learning style.

    a) Agree   b) Neutral   c) Disagree

12. Materials helped children make discoveries for themselves.

    a) Agree   b) Neutral   c) Disagree

13. Materials helped students practice the learning items in a new and novel way.

    a) Agree   b) Neutral   c) Disagree

Appendix 6

The complete version of the Questionnaire 2 for observers in Turkish

Sayın Gözlemci,

Aşağıdaki ifadeleri bir ders saati boyunca yapacağınız gözlemlere dayanarak değerlendiriniz. Lütfen tüm ifadeleri dikkatlice okuyunuz ve kendinizce en anlamlı bulduğunuz seçeneği işaretleyiniz.

Hasibe Kale
English Teacher

1. Kullanılan görsel, işitsel ve görsel-işitsel olan materyaller ilginç ve düşünmeye teşvik ediciydi.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

2. Uygulanan etkinlikler ilginç ve düşünmeye teşvik ediciydi.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

3. Etkinliklerin başarılabilir hedefleri vardı.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

4. Etkinlikler materyal kullanımıyla birlikte anlamlıydı.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

5. Etkinlikler konu ile bağlantılı ve öğrenciler için yararlıydı.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

6. Kullanılan materyaller öğrencilere başarı duygusunu yaşattı.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

7. Kullanılan materyaller öğrencilerin özgüvenlerini arttırmaya yardımcı oldu.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

8. Materyaller hedeflenen başarıya ulaşım imkânı sundu

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

9. Materyaller öğrencilerin konuyu kişiselleştirmeleri için olanak sundu.

   a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

10. Kullanılan materyaller öğrencilerin bildikleriyle yeni öğrendikleri arasında bir köprü oluşturmaya yardımcı oldu.

    a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

11. Kullanılan materyaller farklı öğrenme stilleri olan öğrencilerin ihtiyaçlarını karşılayabilir şekilde hazırlanmıştı.

    a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

12. Materyaller öğrencilerin kendi kendilerine buluşlar yapmalarını destekledi.

    a) Katılıyorum   b) Kararsızım   c) Katılmıyorum

13. Materyaller öğrencilerin öğrendiklerini yeni ve farklı bir şekilde pratik yapmalarına imkân verdi.

    a) Katılıyorum   b) Kararsızım   c) Katılmıyorum